ختم نبوت ﷺ زندہ باد **عظمت صحابہ زندہ باد**

السلام علیکم ورحمۃ اللہ وبرکاتہ:

معزز ممبران: آپ کا وٹس ایپ گروپ ایڈ من "**اردو بکس**" آپ سے مخاطب ہے۔

آپ تمام ممبران سے گزارش ہے کہ:

- گروپ میں صرف PDF کتب پوسٹ کی جاتی ہیں لہذا کتب کے متعلق اپنے کمنٹس / ریویوز ضرور دیں۔ گروپ میں بغیر ایڈ من کی اجازت کے کسی بھی قسم کی (اسلامی وغیر اسلامی، اخلاقی، تحریری) پوسٹ کرنا سختی سے منع ہے۔
- گروپ میں معزز، پڑھے لکھے، سلجھے ہوئے ممبرز موجود ہیں اخلاقیات کی پابندی کریں اور گروپ رولز کو فالو کریں بصورت دیگر معزز ممبرز کی بہتری کی خاطر ریموو کر دیا جائے گا۔
- کوئی بھی ممبر کسی بھی ممبر کو انباکس میں میسیج، مس کال، کال نہیں کرے گا۔ رپورٹ پر فوری ریموو کر کے کاروائی عمل میں لائے جائے گی۔
- ہمارے کسی بھی گروپ میں سیاسی و فرقہ واریت کی بحث کی قطعاً کوئی گنجائش نہیں ہے۔
- اگر کسی کو بھی گروپ کے متعلق کسی قسم کی شکایت یا تجویز کی صورت میں ایڈ من سے رابطہ کیجئے۔
- سب سے اہم بات:

گروپ میں کسی بھی قادیانی، مرزائی، احمدی، گستاخِ رسول، گستاخِ امہات المؤمنین، گستاخِ صحابہ و خلفائے راشدین حضرت ابو بکر صدیق، حضرت عمر فاروق، حضرت عثمان غنی، حضرت علی المرتضیٰ، حضرت حسنین کریمین رضوان اللہ تعالیٰ اجمعین، گستاخ اہلبیت یا ایسے غیر مسلم جو اسلام اور پاکستان کے خلاف پراپیگنڈا میں مصروف ہیں یا ان کے روحانی و ذہنی سپورٹرز کے لئے کوئی گنجائش نہیں ہے لہذا ایسے اشخاص بالکل بھی گروپ جوائن کرنے کی زحمت نہ کریں۔ معلوم ہونے پر فوراً ریموو کر دیا جائے گا۔

- تمام کتب انٹرنیٹ سے تلاش / ڈاؤنلوڈ کر کے **فری آف کاسٹ** وٹس ایپ گروپ میں شیئر کی جاتی ہیں۔ جو کتاب نہیں ملتی اس کے لئے معذرت کر لی جاتی ہے۔ جس میں محنت بھی صَرف ہوتی ہے لیکن ہمیں آپ سے صرف دعاؤں کی درخواست ہے۔
- عمران سیریز کے شوقین کیلئے علیحدہ سے عمران سیریز گروپ موجود ہے۔
- **لیڈیز کے لئے الگ گروپ کی سہولت موجود ہے جس کے لئے ویریفکیشن ضروری ہے۔**
- اردو کتب / عمران سیریز یا سٹڈی گروپ میں ایڈ ہونے کے لئے ایڈ من سے وٹس ایپ پر بذریعہ میسیج رابطہ کریں اور جواب کا انتظار فرمائیں۔ برائے مہربانی اخلاقیات کا خیال رکھتے ہوئے موبائل پر کال یا ایم ایس کرنے کی کوشش ہر گز نہ کریں۔ ورنہ گروپس سے تو ریموو کیا ہی جائے گا بلاک بھی کیا جائے گا۔

نوٹ: ہمارے کسی گروپ کی کوئی فیس نہیں ہے۔ سب فی سبیل اللہ ہے

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محمد سلمان سلیم	پاکستان زندہ باد	راؤ ایاز

پاکستان زندہ باد **پاکستان پائندہ باد**

اللہ تبارک تعالیٰ ہم سب کا حامی وناصر ہو

Version No.			

ROLL NUMBER						

(0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

Answer Sheet No.____________

Sign. of Candidate ___________

Sign. of Invigilator ___________

BIOLOGY SSC–II

SECTION – A (Marks 12)

Time allowed: 15 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. All parts carry one mark.

(1) Inhaled and exhaled oxygen concentration differs with each other due to:
- A. Storage of Oxygen in lung tissue. ○
- B. Non-reactivity of Oxygen with blood. ○
- C. Liberation of Oxygen gas as a metabolic waste. ○
- D. Utilization of Oxygen during the aerobic respiration. ○

(2) Which one of the following metabolic wastes is deposited in the leaves of tomato plant?
- A. Ammonium phosphate ○
- B. Calcium oxalate ○
- C. Magnesium phosphate ○
- D. Calcium phosphate ○

(3) In binary fission of Amoeba, the offspring lack genetic variation because they:
- A. Are limited in number ○
- B. Are produced asexually ○
- C. Are unicellular organism ○
- D. Contain a single chromosome ○

(4) The single cell protein involves replication of all microorganisms **EXCEPT**:
- A. Virus ○ B. Bacteria ○
- C. Algae ○ D. Yeast ○

(5) DNA is a very delicate molecule. In chromosome it is supported by:
- A. Actin ○ B. Fibrin ○
- C. Histone ○ D. Myosin ○

(6) Apart from hearing, ear also performs the function of:
- A. Hormonal secretion ○ B. Memory ○
- C. Body balance ○ D. Osmoregulation ○

(7) Hinge joint which allows movement in one plane only is present in:

A. Neck ○ B. Hip ○
C. Knee ○ D. Shoulder ○

(8) Calcitonin and Parathormone work in collaboration with each other for the regulation of:

A. Calcium in cell cytoplasm ○
B. Calcium in teeth ○
C. Calcium in bones ○
D. Calcium in blood ○

(9) Applying your knowledge of inheritance, pin point the correct Genotype of true breading round seededpea plant:

A. RR ○ B. Rr ○
C. rr ○ D. RR and Rr ○

(10) Human immunodeficiency virus (HIV) causes acquired immunodeficiency syndrome (AIDS) in human beings by:

A. Increasing the pH of blood ○
B. Decreasing the number of white blood cells ○
C. Increasing the division of red blood cells ○
D. Decreasing the oxygen carrying capacity of blood ○

(11) The function of fungi in an ecosystem is to:

A. Provide oxygen to producers ○
B. Return nutrients to the environment ○
C. Increase complexity of food chain ○
D. Decrease competition among consumers ○

(12) If a patient has severe throat infection, which one of the following types of medicine is required?

A. Sedative ○ B. Antibiotics ○
C. Vaccine ○ D. Narcotics ○

Federal Board SSC-II Examination
Biology Model Question Paper
(Curriculum 2006)

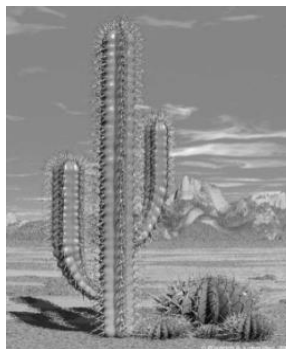
Time allowed: 2.45 hours Total Marks: 53

Note: Answer any eleven parts from Section 'B' and attempt any two questions from Section 'C' on the separately provided answer book. Write your answers neatly and legibly.

SECTION – B (Marks 33)

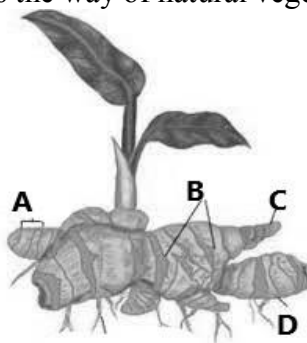
Q.2 Attempt any **ELVEN** parts from the following. All parts carry equal marks.(11× 3 = 33)

i. What are the three main effects of air pollution on environment? Describe them briefly.

ii. a. Plants can be categorized on the basis of availability of water and salt. Identify the group and habitat to which this plant belongs. (1)

b. Which characteristics make its survival possible? (2)

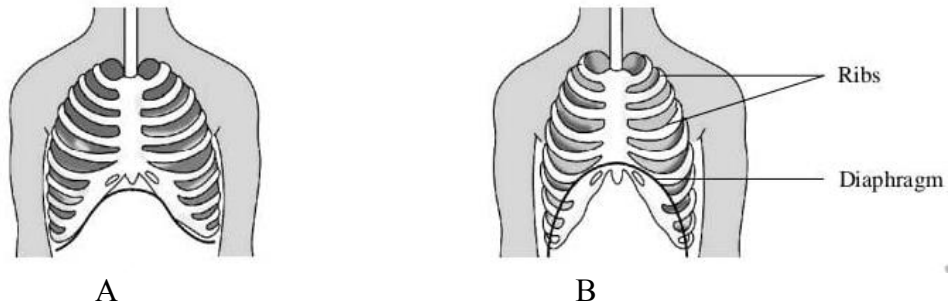
iii. Complete the table given below to associate the adaptations with the relevant flowers.

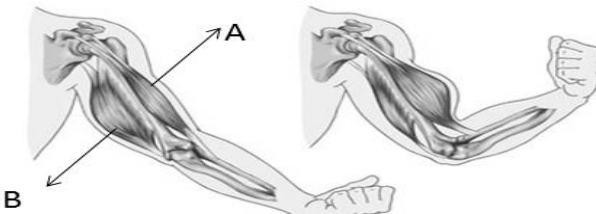
	Insect pollinated flower	Wind pollinated flower
Colour		
Stamen and stigma		
Pollen grain		

iv. Following diagram shows the way of natural vegetative propagation.

a. Label the parts A, B, C and D (1)
b. Name this type of vegetative propagation and give example. (1)
c. From which part shoot and root of new plant arise. (1)

v. State the harmful effects of cigarette smoke on lungs and circulatory system.

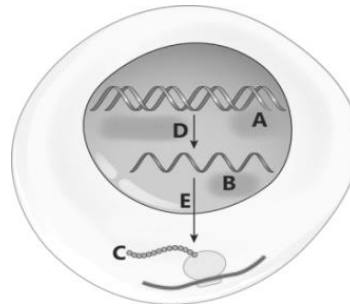
vi. Differentiate between the cross sectional views of brain and spinal cord with reference to white and grey matter.

vii. Following diagram shows the two steps of breathing.

Which diagram (A or B) shows the process of inhalation? Support your answer with reasons.

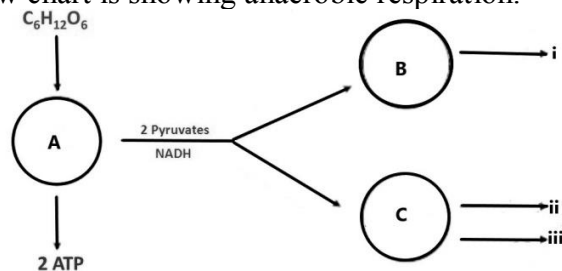
viii. a. Mention the name of muscles at A and B. (1)

b. Elaborate the antagonistic movement of arm muscles. How do they cause the movement of elbow joint? (2)

ix. DNA is a genetic material that has instructions to direct all functions of cells.

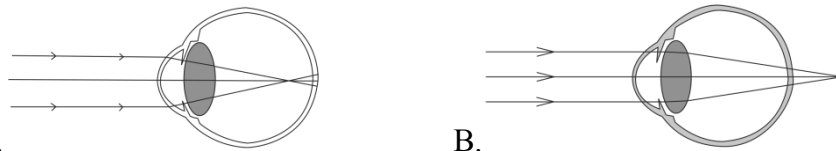
a. Identify the labeled parts A, B and C in the diagram. (1)

b. Name the processes D and E. Describe them briefly. (2)

x. Complete the given table.

Blood group	Possible Genotypes	Antigen Produced	Relationship between alleles
A			
B			
AB			
O			

xi. The flow chart is showing anaerobic respiration.

a. Identify the processes A, B and C. (1.5)

b. Mention the products (i), (ii) and (iii) produced by these processes. (1.5)

xii. a. Relate the given diagrams A and B with the specific disorder of eye.(1)

b. Recognize the cause of the eye sight problem of the grandmother if she is unable to read the newspaper. (1.5)

c. Suggest the lens to rectify this problem. (0.5)

xiii. Which type of symbiosis exists between lice and human being? Justify your answer with reasons and two relevant examples.

xiv. a. Visualize what would happen if there are no nitrogen fixing bacteria present in an ecosystem. How will it disturb the nitrogen cycle? (2)

b. Whichnatural process would be stopped if denitrifying bacteria become extinct? (1)

xv. Keeping in view the working of vaccine, summarize how does corona vaccine produce immunity in human body.

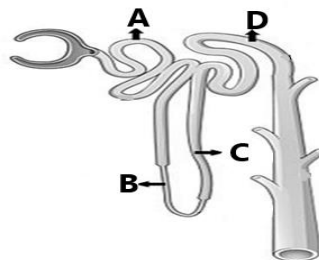
SECTION – C
(Marks: 20)

Note: Attempt any **TWO** questions from the following. All questions carry equal marks. $(2\times10=20)$

Q.3 a. How are seeds produced from male and female gametophyte in angiosperms? Explain the process with the help of diagram. **(4+2)**

b. Antibiotics are very essential medicinal drugs. How does antibiotic resistance develop? Analyze serious effects caused by antibiotic resistance. **(3+1)**

Q.4 a. Genetic engineering offers enormous benefits by producing the GMO. Apply the knowledge to identify the different steps of production of GMO. Illustrate it with the help of labelled diagram. **(3+3)**

b. Nephron is the structural and functional unit of kidney. Explain the re-absorption of glomerular filtrate at A, B, C and D. Which processes are involved in it? **(4)**

Q.5 a. Draw and label the structure of eye. Give detail of each layer of eye. **(3+3)**

b. Skeleton provides protection and support for animal body. Describe the bones of the axial skeleton in human. **(4)**

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Federal Board SSC-II Examination
Biology Model Question Paper SLOs (Curriculum 2006)
SECTION – A

Q.1 Encircle the correct option i.e. A / B / C / D. All parts carry equal marks.

(1) Differentiate between the composition of inspired and expired air.
(2) Describe the mechanisms / adaptations in plants for the excretion / storage of CO_2, H_2O, O_2, latex, resins and gums.
(3) Describe different types of asexual reproduction i.e. binary fission, budding, spore formation and vegetative propagation.
(4) Describe single-cell protein and its importance.
(5) Describe the composition of chromatin material.
(6) Explain the role of ear and eye in maintenance of homeostasis through balance and accommodation.
(7) Describe the location and movement of hinge joints.
(8) Outline the parts of endocrine system; major glands of this system (Pituitary, Thyroid, Pancreas, Adrenal, Gonads) and names of their respective hormone.
(9) Describe complete dominance using the terms dominant, recessive, phenotype, genotype, homozygous, heterozygous, P1, F1, F2 generations and proving it diagrammatically through a monohybrid genetic cross.
(10) Explain AIDS as an example of sexually transmitted diseases.
(11) Describe the interrelationships between different components of the ecosystem.
(12) Describe the principle usages of painkillers, antibiotics, vaccines and sedatives.

SECTION – B (Marks 33)

Q.2 Attempt any **ELVEN** parts from the following. All parts carry equal marks.(11× 3 = 33)

i. Describe effects of pollution on plants, animals and human beings.
ii. Explain osmotic adjustments in plants.
iii.Describe the adaptations in the structure of wind-pollinated and insect-pollinated flowers.
iv.Explain vegetative propagation in plants (through stem, suckers and leaves).
v. Describe the biological consequences of smoking in relation to the lungs and circulatory system.
vi. Differentiate between the cross sectional views of brain and spinal cord, with reference to white and grey matter.
vii. Describe the mechanism of breathing in term of movements of ribs and diaphragm.
viii. Describe the action of flexors and extensors as a pair of opposing muscles selecting biceps and triceps as example.
ix**.** Describe the central dogma stating the role of gene in protein synthesis.
x. Selecting the example of ABO blood group system, explain co-dominance.
xi**.** Explain the method of fermentation by yeast and bacteria.
xii. State how short and long sightedness can be treated.

xiii. Explain competition, predation and symbiosis (parasitism, mutualism, commensalisms).

xiv. Describe carbon and nitrogen cycles.

xv. Describe the role of vaccines in producing immunity against specific diseases.

SECTION – C

(Marks: 20)

Note: Attempt any **TWO** questions from the following. All questions carry equal marks. $(2\times10=20)$

Q.3 a. Describe sexual reproduction in plants by explaining the life cycle of a flowering plant.
b. Categorize major antibiotics as per their bactericidal and bacteriostatic effects.

Q.4 a. Define genetic engineering and describe its objectives. Describe how a gene is transplanted.
b. Describe that urine formation involves three processes i.e. filtration, reabsorption and secretion.

Q.5 a. Describe the structure of human auditory and visual receptors.
b. Describe the main components of the axial skeleton and the appendicular skeleton.

* * * *

BIOLOGY SSC-II

TABLE OF SPECIFICATION

Assessment Objectives	Unit 10: Gaseous Exchange	Unit 11: Homeostasis	Unit 12: Coordination	Unit 13: Support and Movement	Unit 14: Reproduction	Unit 15: Inheritance	Unit 16: Man and His Environment	Unit 17: Biotechnology	Unit 18: Pharmacology	Total Marks	% age
K (Knowledge)	Q1(1) 1 Q2(vii)3 Q2(v) 3	Q1(2) 1 Q2(ii) 3	Q1(6) 1	Q1(7) 1 Q2(viii) 3 Q5(b) 4		Q1(5) 1	Q2(i) 3	Q1(4) 1	Q1(12) 1	26	29.9%
U (Understanding)		Q4(b)4	Q1(8) 1 Q2(vi) 3 Q5(a) 6		Q1(3) 1 Q2(iii) 3 Q2(iv) 3 Q3(a) 6	Q2(ix) 3 Q2(x) 3	Q1(11) 1 Q2(xiii) 3	Q4(a) 6		43	49.4%
A (Application)			Q2(xii) 3		Q1(10) 1	Q1(9) 1	Q2(x) 3	Q2(xi)3	Q2(xv) 3 Q3(b) 4	18	20.7%
Total Marks	7	8	14	8	14	8	10	10	8	87	100%

KEY:

1(1)(01)
Question No (Part No.) (Allocated Marks)

Version No.			

ROLL NUMBER						

Answer Sheet No.____________

Sign. of Candidate ___________

Sign. of Invigilator ___________

CHEMISTRY SSC–II

SECTION – A (Marks 12)

Time allowed: 20 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. Each part carries one mark.

(1) Which one of the following compounds is formed by the reaction of Aluminium Hydroxide $Al(OH)_3$ with Sulphuric Acid (H_2SO_4)?

A. $Al(SO_4)_3$ ◯ B. Al_2CO_3 ◯
C. $Al_2(SO_4)_3$ ◯ D. $AlCl_3$ ◯

(2) Marble Buildings are disintegrated by acid rain because of the reaction of acid with:

A. Calcium Sulphate ◯ B. Calcium Nitrate ◯
C. Calcium Carbonate ◯ D. Calcium Oxalate ◯

(3) Dipeptide is formed by joining of two molecules of:

A. Amino acids ◯ B. Alcohols ◯
C. Carboxylic acids ◯ D. Amines ◯

(4) Two products obtained from the carbonating tower during the Solvay Process are:

A. NH_4Cl and CO_2 ◯ B. NH_4HCO_2 and NH_4Cl ◯
C. $NaHCO_3$ and NH_4Cl ◯ D. $NaHCO_3$ and NH_3 ◯

(5) The end product of the reaction of acetylene with concentrated alkaline $KMnO_4$ is oxalic acid. In this reaction acetylene undergoes:

A. Reduction ◯ B. Oxidation ◯
C. Substitution ◯ D. Rearrangement ◯

(6) One mole of an unsaturated hydrocarbon reacts with one mole of hydrogen to form a saturated compound. Predict the formula of unsaturated compound.

A. C_3H_4 ◯ B. C_6H_{12} ◯
C. C_4H_{10} ◯ D. C_7H_{16} ◯

(7) F^- is a base, because it:

A. Contains OH group ○
B. Ionizes in water to give OH^- ions ○
C. Can accept an election pair ○
D. Can accept proton ○

(8) Which one of the following compounds is an aldehyde?

A. $CH_3 - CH_2 - OH$ ○ B. $CH_3 - COOH$ ○
C. $CH_3 - CHO$ ○ D. $CH_3 - COCH_3$ ○

(9) The pH of 10^{-3}M aqueous solution of NaOH is:

A. 3 ○ B. 11 ○
C. 2 ○ D. 9 ○

(10) Which one of the following pollutant is **NOT** produced by the burning of fossil fuel?

A. CO ○ B. NO_x ○
C. CFC_s ○ D. SO_x ○

(11) For a reversible reaction given below the unit of Kc is:

$2SO_2 + O_2 \rightleftharpoons 2SO_3$

A. $mol^{-1}\ dm^3$ ○ B. $mol^{-1}\ dm^{-3}$ ○
C. $mol.dm^{-3}$ ○ D. $mol.dm^3$ ○

(12) The composition of matte produced during the metallurgy of copper is:

A. $FeSiO_3$ ○ B. $FeS\ \&\ Cu_2S$ ○
C. $Cu_2O\ \&\ FeS$ ○ D. $Cu_2O\ \&\ Cu_2S$ ○

Federal Board SSC-II Examination
Chemistry Model Question Paper
(Curriculum 2006)

Time allowed: 2.40 hours Total Marks: 53

Note: Answer any eleven parts from Section 'B' and attempt any two questions from Section 'C' on the separately provided answer book. Write your answers neatly and legibly.

SECTION – B (Marks 33)

Q.2 Attempt any **ELEVEN** parts from the following. All parts carry equal marks. $(11 \times 3 = 33)$

i. Classify the following substances as Lewis acids or Lewis bases.
a. $AlBr_3$ b. CH_3-CH_2- OH c. CN^{-1}

ii. How has Le-Chatlier's principle made it possible to get maximum amount of product from Habers process?

iii. Concentration of an aquas solution of potassium hydroxide 1.0×10^{-3} mol/dm^3. What is its pH? Is this solution acidic, basic or neutral?

iv. What is slaked lime? How is it produced during Solvay process?

v. Write the name and formulas of the three Nitrogen containing fertilizers.

vi. Describe ion exchange method for removal of hardness of water.

vii. For the given reversible reaction equilibrium concentration are:

$$N_{2(g)} + 3H_{2(g)} \rightleftharpoons 2NH_{3(g)}$$

N_2 = 0.602mol/dm^{-3}
H_2 = 0.420 mol/dm^{-3} and
NH_3 = 0.113 mol/dm^{-3}. Calculate the value of Kc and determine Kc unit.

viii. Write down balanced chemical equations showing the formation of salt:
a. reaction of HCl acid with Al metal
b. reaction of HCl acid with calcium carbonate

ix. Write the structural formulas of the following:
a. n-Heptane b. Methanal c. Methanoic acid

x. Differentiate between homocyclic and heterocyclic compound with the help of structural formula.

xi. Write two methods of the preparation of propane. Give chemical equation with conditions.

xii. How will you differentiate between Ethane and Ethene using a chemical test.

xiii. Identify A and B in the following chemical reaction:
$CH_3 - C \equiv CH + Cl_2 \xrightarrow{CCl_4} A$
$A + Cl_2 \xrightarrow{CCl_4} B$

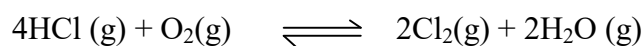
xiv. Discuss ways by which global warming can be decreased?

xv. Define the following with examples:
a. Lipids b. Fats c. Oils

SECTION – C (Marks 20)

Note: Attempt any **TWO** questions. All questions carry equal marks. (2 × 10 = 20)

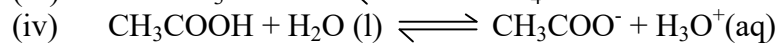
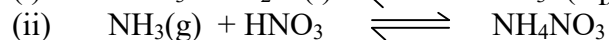
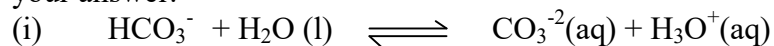
Q.3 a. State law of mass action. Derive Kc expression for the following reaction: **(2+4)**

$4HCl(g) + O_2(g) \rightleftharpoons 2Cl_2(g) + 2H_2O(g)$

b. Identify Lowery – Bronsted acids and bases in the following reactions. Justify your answer. **(1+1+1+1)**

(i) $HCO_3^- + H_2O(l) \rightleftharpoons CO_3^{-2}(aq) + H_3O^+(aq)$

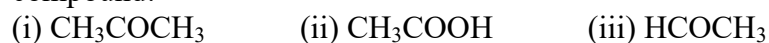
(ii) $NH_3(g) + HNO_3 \rightleftharpoons NH_4NO_3$

(iii) $F^- + BF_3 \rightleftharpoons BF_4^-$

(iv) $CH_3COOH + H_2O(l) \rightleftharpoons CH_3COO^- + H_3O^+(aq)$

Q.4 a. What is hard water? Explain the methods for removing temporary hardness of water. **(1+2+2)**

b. What are nucleic Acid? Describe structure and function of DNA. **(1+2+2)**

Q.5 a. What is functional group? Identify the functional group in the following organic compound: **(2+1+1+1)**

(i) CH_3COCH_3 (ii) CH_3COOH (iii) $HCOCH_3$

b. How will you convert propene into propyne. Name the products formed in each step. **(3+2)**

* * * * *

CHEMISTRY SSC-II

SLOs

SECTION – A

i. Complete and balance a neutralized balanced equation.
ii. Describe acid rain and its effects.
iii. Observe and explain the denaturing of protein.
iv. Describe reactions of Solvay Process.
v. Write chemical equation showing reaction of $KMnO_4$ with alkene.
vi. Write chemical equation to show the reaction of alkene.
vii. Classify substance as Lewis Acid or Base
viii. Recognize and identify a molecule functional group.
ix. Write the equation for self-ionization of water.
x. Air pollutants.
xi. Derive an expression for the equilibrium constant and its units.
xii. Describe some metallurgical operations.

SECTION – B

Q.2

i. Classify substances as Lewis acids or bases.
ii. Le-Chatlier's principle
iii. Given the hydrogen ion or hydroxide ion concentration, classify a solution as neutral, acidic, or basic.
iv. Outline the basic reactions of Solvay process.
v. Describe the composition of urea.
vi. Describe methods for eliminating temporary and permanent hardness of water.
vii. Derive an expression for the equilibrium constant and its units.
viii. Complete and balance a neutralization reaction.
ix. Differentiate between different organic compounds on the basis of their functional groups.
x. Classify organic compounds into straight chain, branched chain and cyclic compounds.
xi. Write a chemical equation to show the preparation of alkanes from hydrogenation of alkenes and alkynes and reduction of alkyl halides.
xii. Write chemical equations showing halogenation for alkenes, alkenes and alkynes.
xiii. Write a chemical equation to show the chemical properties of alkynes.
xiv. Explain how components of the atmosphere can be used successfully in producing important chemicals.
xv. Define fat and oil.

SECTION – C

Q.3 a. Define Law of mass action. Derive Kc expression for the equilibrium constant and its units.

b. Use the Bronsted-Lowry theory to classify substances as acids or bases, or as proton donors or proton acceptors. Classify substances as Lewis acids or bases.

Q.4 a. Differentiate among soft, temporary and permanent hard water. Describe methods for eliminating temporary and permanent hardness of water.

b. Nucleic acids and their importance.

Q.5 a. Differentiate between different organic compounds on the basis of their Functional groups. Write a chemical equation to show the preparation of alkynes from Dehalogenation of 1,2-dihalides and tetrahalides.

b. Write chemical equations showing halogenation for alkenes, alkenes and Alkynes and dehydrohalogenation on reactions.

CHEMISTRY SSC-II

TABLE OF SPECIFICATION

Topics/Subtopics	**Chemical Equilibrium**	**Acid bases and salts**	**Organic chemistry**	**Hydrocarbons**	**Biochemistry**	**The atmosphere**	**Water**	**Chemical Industries**	**Total marks for each Assessment Objective**	**%age**
(Knowledge based)				2-xi(03)	1-3(01) 2-xv(03) 4b(05)	1-2(01)	2-vi(03) 4a(05)	1-4(01) 1-12(01) 2-iv(03)	26	29.9%
(Understanding based)	2-vii(03)	1-1(01) 1-7(01) 2-i(03) 2-viii(03) 3b(04)	1-8(01) 2-ix(03) 2-x(03) 5a(05)	1-5(01) 1-6(01) 2-xii(03) 2-xiii(03) 5b(05)		1-10(01)		2-v(03)	45	51.7%
(Application based)	1-11(01) 2-ii(03) 3a(06)	1-9(01) 2-iii(03)				2-xiv(03)			16	18.4%
Total marks for each Topic/Subtopic	13	16	12	16	09	05	08	08	87	100%

KEY:

1-1(01)

Question No-Part No. (Allocated Marks)

Version No.			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

ROLL NUMBER						
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION ISLAMABAD

Answer Sheet No.____________

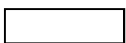
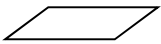
Sign. of Candidate ___________

Sign. of Invigilator ___________

COMPUTER SCIENCE SSC–II

SECTION – A (Marks 12)

Time allowed: 15 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. Each part carries one mark.

(1) What is the output of following code?

```
int  a = 15;
float  s = 5.50;
printf (“%f”, a/s);
```

A. 2 ◯ B. 2.72 ◯
C. 3 ◯ D. 5 ◯

(2) Which one of the following symbols is used in flow chart for the statement “Marks<33”?

A. ◯ B. ◯
C. ◯ D. ◯

(3) Which one of the following functions is used to read string “Computer Science”?

A. scanf( ) ◯ B. gets( ) ◯
C. getchar( ) ◯ D. getch( ) ◯

(4) Which statement is equivalent to “j = j + a;” ?

A. j+=a; ◯ B. j=+a; ◯
C. j++a; ◯ D. j=a++; ◯

(5) Which escape sequence can be used to insert a Tab in “**C**” Language?

A. \a ◯ B. \b ◯
C. \t ◯ D. \n ◯

(6) Which one of the following is the most suitable for making two ways decision?

A. if statement ◯ B. if-else statement ◯
C. switch statement ◯ D. Nested-if statement ◯

(7) How many times “FBISE” will be displayed by the following code?

```
for (int i=1; i<10; i=+2)
    printf (“FBISE”);
```

A. 1 ○ B. 5 ○
C. Infinite ○ D. The loop will not run. ○

(8) What is the output of the following code?

```
int  i ;
for(i=1;i<=2;i++)
printf (“\n i=%d”, i);
```

A. i=2
i =3 ○

B. i =1
i =2 ○

C. i =1
i =3 ○

D. i =2
i =1 ○

(9) Which one of the following gates has an output = A.B?
A. NAND ○ B. NOR ○
C. OR ○ D. AND ○

(10) When the input to an inverter is LOW(0) the output will be:
A. HIGH or 0 ○ B. LOW or 0 ○
C. HIGH or 1 ○ D. LOW or 1 ○

(11) What is the output of following HTML code?

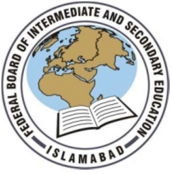
```
<ol>
<li> Magnetic Disk </li>
<li> CD and DVD </li>
</ol>
```

A.
- Magnetic Disk
- CD and DVD ○

B.
1. Magnetic Disk
2. CD and DVD ○

C.
1. Magnetic Disk
○ CD and DVD ○

D.
Magnetic Disk
CD and DVD ○

(12) Which one of the following is correct HTML statements to divide browser window into 3 columns?
A. <fram col = 30%, 30%, 40%> ○
B. <framset col = 30%, 30%, 40%> ○
C. <framset col 30%, 30%, 40%> ○
D. <fram row = 30%, 30%, 40%> ○

Federal Board SSC-II Examination
Computer Science Model Question Paper
(Curriculum 2009)

Time allowed: 2.45 hours — Total Marks: 43

Note: Answer any nine parts from Section 'B' and attempt any two questions from Section 'C' on the separately provided answer book. Write your answers neatly and legibly.

SECTION – B (Marks 27)

Q.2 Attempt any **NINE** parts from the following. All parts carry equal marks. (9 × 3 = 27)

i. Define algorithm. What is the role of algorithm in problem solving?

ii. Point out valid and invalid variable names.

a.	define	b.	5name	c.	a5
d	US$	e.	a_b	f.	f name

iii. Write down any three characteristics of High Level Language.

iv. Evaluate each of the following expression assuming, a = 2, z = 1.3, c = 1 and d = 3:
a. b = d/a + d % a; b. x = (a + c)/(z + 0.3); c. y = c / d * a;

v. Write down the names and purpose of any three format specifiers.

vi. Define the following.
i. Control Statement ii. Conditional Statement

vii. Compare an assignment operator (=) and an equal to (= =) operator by giving an example.

viii. Write a program using while loop to print odd numbers from 1 to 20.

ix. What will be the output of the following code?

```
void main( )
{
        int u, i;
        for (u = 1; u< = 5; u++)
{
        for (i = 1; i < = u; i++)
        {
        printf("%d \t", i);
        }
        printf("\n");
}
}
```

x. Construct Truth Table for the following Boolean Expression:

$$F = \overline{x}\,\overline{y}z + \overline{x}yz + x\overline{y}$$

xi. Convert the following code into for loop:

```
int sum = 0, num= 0;
do      {
        sum = sum + num;
        printf ("Enter an integer value");
        scanf("%d", &num);
        }
while (num > = 0 && num < = 15);
```

xii. Write down the three benefits of web portal.

xiii. Use appropriate text formatting tags to define the following. Write one example of each.

a. font size b. font colour c. font face

SECTION – C (Marks 16)

Note: Attempt any **TWO** questions. (8 × 2 = 16)

Q.3 i. Draw a flowchart to calculate the exponent of a given number. (4)

ii. Explain any four modules of C programming environment. (4)

Q.4 Simplify the Boolean Function F, using Karnaugh Mapping (K-map).

$$F = xyz + xy\overline{z} + x\overline{y}z + x\overline{y}\,\overline{z} + \overline{x}yz + \overline{x}\,\overline{y}z$$

Also construct logic circuit for the simplified expression. (4+4)

Q.5 i. Rewrite the following code after removing the errors: (4)

```
# include < std.h>
# include < conio.h>
void main ( );
{
        int p, s;
printf("\n Enter a number:);
scanf("%d", p);
s=p%2;
if(s=0)
printf("even number%d", p)
els
printf("odd number%d", p);
getch( );
```

ii. Convert the following program using switch statement: (4)

```
void main( )
{       char ch; clrscr( );
        printf("Enter a single character");
        scanf("%c", &ch);
        if ( ch = = 'a' || ch = = 'A' ||
             ch = = 'e' || ch = = 'E' ||
             ch = = 'i' || ch = = 'I' ||
             ch = = 'o' || ch = = 'O' ||
             ch = = 'u' || ch = = 'U')
        printf("It is a vowel");
        else    printf("It is a consonant");    }
```

* * * * *

COMPUTER SCIENCE SSC-II

(Curriculum 2009)

Student Learning Outcomes

Sr No	Section: Q. No. (Part no.)	Contents and Scope	Student Learning Outcomes *	Cognitive Level **	Allocated Marks in Model Paper
1	A: 1(i)	3.1 Input / Output functions	iii) Use output functions like: • printf ( )	U	1
2	A:1(ii)	1.3 Flow Chart	iv) Use of flow chart symbols	U	1
3	A: 1(iii)	3.1 Input / Output functions	ii) Use input functions like: • scanf ( ) • getch ( ), getche ( ), getchar ( ) • gets ( )	U	1
4	A: 1(iv)	3.2 Operators	iii) Use the following assignment operators: • Compound assignment operator (+ =, -, =, * =, / =, % =)	U	1
5	A: 1(v)	3.1 Input / Output functions	vi) Explain the use of the following escape sequences using programming examples: • Alert - \a • Backspace – \b • Newline – \n • Carrage Return – \r • Tab – \t	K	1
6	A: 1(vi)	4.1 Control Structure	vi) Use if-else statement	K	1
7	A: 1(vii)	5.1 Loop Structure	ii) Know that for loop structure is composed of: • For • Initialization expression • Test expression • Body of the loop • Increment / decrement expression	A	1
8	A: 1(viii)	5.1 Loop Structure	ii) Know that for loop structure is composed of: • For • Initialization expression • Test expression • Body of the loop • Increment / decrement expression	U	1
9	A: 1(ix)	6.2 Logic Gates	iv) Explain the following logic gates with the help of truth tables: • AND • OR • NAND • NOR • NOT	U	1
10	A: 1(x)	6.2 Logic Gates	iv) Explain the following logic gates with the help of truth tables: NOT	K	1
11	A: 1(xi)	7.4 Creating Lists	ii) Create: • Unordered list • Ordered list	U	1
12	A: 1(xii)	7.8 Creating Frames	iii) Create a frameset	U	1

13	B: 2(i)	1.2 Algorithm	i) Define an algorithm ii) Explain role of algorithm in problem solving	K	3
14	B: 2(ii)	2.4 Constants and Variables	ii) Explain the rules for specifying variable names	U	3
15	B: 2(iii)	2.1 Introduction	iii) Elaborate characteristics of High Level Language	K	3
16	B: 2(iv)	3.2 Operators	xi) Define and explain the order of precedence of operators	A	3
17	B: 2(v)	3.1 Input / Output functions	iv) Define Format specifiers • decimal - %d • integer - %i • float - %f • double - %g,e • char - %c • long int - %ld	K	3
18	B: 2(vi)	4.1 Control Structure	i) Define a control statement. ii) Define a conditional statement	K	3
19	B: 2(vii)	3.2 Operators	viii) Differentiate between assignment (=) and equal to operator (= =)	U	3
20	B: 2(viii)	5.1 Loop Structure	viii) Write codes for flowcharts discussed in unit-1 To find a sequence of odd numbers starting from a given number 1.2 (iv)	A	3
21	B: 2(ix)	5.1 Loop Structure	ii) Know that for loop structure is composed of: • For • Initialization expression • Test expression • Body of the loop • Increment / decrement expression	U	3
22	B: 2(x)	6.2 Logic Gates	iv) Explain the following logic gates with the help of truth tables: • AND • OR • NAND • NOR • NOT • Exclusive NOR (XNOR) • Exclusive OR (XOR)	U	3
23	B: 2(xi)	5.1 Loop Structure	ii) Know that for loop structure is composed of: • For • Initialization expression • Test expression • Body of the loop • Increment / decrement expression iv) Know that do while loop structure is composed of: • Do • Body of the loop • While • Test expression • Statement terminator	U	3
24	B: 2(xii)	7.1 Introduction	• ii) Explain the following types of websites • Portal	U	3
25	B: 2(xiii)	7. 3 Text Formatting	Use appropriate text formatting tags to define: • Font size • Font colour • Font face	K	2+1

26	C: 3	1.3 Flow Chart 2.2 Programming Environment	(v) Draw flow charts of algorithms discussed earlier in unit-1 (1.2 (iv)) ii) Explain the following modules of the C programming environment • Editor • Compiler • Linker • Loader • Debugger	A+K	4+4
27	C: 4	6.3 Simplification using K Maps	• iii) Simplify three variable Boolean function/expression • iv) Build logic circuits from the simplified expressions	U+A	4+4
28	C: 5	4.1 Control Structure	vi) Use if else statement vii) Know that the switch statement is composed of: • Switch • Case • Default • Break	U	8

*** Student Learning Outcomes**
National Curriculum for Computer Sciences Grades IX-XII, 2009
(Page no. 14-25)

****Cognitive Level**
K: Knowledge
U: Understanding
A: Application

COMPUTER SCIENCE SSC-II

Table of Specifications

Assessment Objectives		Unit 1: Programming Techniques **10%**	Unit 2: Programming in C **10%**	Unit 3: Input / Output Handling **15%**	Unit 4: Control Structure **15%**	Unit 5: Loop Structure **15%**	Unit 6: Computer Logic and Gates **15%**	Unit 7: World Wide Web and HTML(Major part cover in Practical) **20%**	Marks	Total marks (55 Theory + 25 Practical)	% Covered **100%**
	Section - A			**1(5)(01)**	**1(6)(01)**		**1(10)(01)**		**03**		
Knowledge based	Section - B	**2(i)(03)**	**2(iii)(03)**	**2(v)(03)**	**2(vi)(03)**			**2(xiii)(03)**	**15**	**22**	**29.3%**
	Section - C		**3-(04)**						**04**		
	Section - A	**1(2)(01)**		**1(1)(01)** **1(3)(01)** **1(4)(01)**		**1(8)(01)**	**1(9)(01)**	**1(11)(01)** **1(12)(01)**	**08**		
Understanding based	Section - B		**2(ii)(03)**	**2(vii)(03)**		**2(ix)(03)** **2(xi)(03)**	**2(x)(03)**	**2(xii)(03)**	**18**	**38**	**50.7%**
	Section - C				**5-(08)**		**4-(04)**		**12**		
	Section - A					**1(7)(01)**			**01**		
Application based	Section - B			**2(iv)(03)**		**2(viii)(03)**			**06**	**15**	**20%**
	Section - C	**3-(04)**					**4-(04)**		**08**		
Total marks		**08**	**10**	**13**	**12**	**11**	**13**	**8**		**75**	**100 %**

*** Unit 7: Major content will examine in Practical paper. 10% covered in Theory paper and remaining will cover in Practical paper. Hence weightage distributed to other units.**

KEY: 1(1)(01)

Question No (Part No.) (Allocated Marks)

Version No.			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

ROLL NUMBER						
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2	2	2	2	2	2	2
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7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION ISLAMABAD

Answer Sheet No._____________

Sign. of Candidate___________

Sign. of Invigilator___________

MATHEMATICS SSC–II

(Science Group) (Curriculum 2006)

SECTION – A (Marks 15)

Time allowed: 20 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. All parts carry one mark.

(1) Which one of the following types represents $(x-3)(x+3)=0$?

- A. Quadratic equation ◯ B. Linear equation ◯
- C. Cubic equation ◯ D. Pure quadratic equation ◯

(2) If b^2-4ac of an equation is the discriminant than the equation would be of the form:

- A. $ax^2-bx+c=0$ ◯ B. $ax^2+bx+c=0$ ◯
- C. $ax^2+bx+c=0$ ◯ D. $ax^2-bx-c=0$ ◯

(3) Which one of the following cannot be factorized without using synthetic division method?

- A. $3x^2+5x+2$ ◯ B. $5x+10$ ◯
- C. $3x^4+3x^3-2x+6$ ◯ D. $x^2-\frac{1}{x^2}$ ◯

(4) If α,β are the roots of $2x^2-6x-4=0$, then what is value of $\alpha^2\beta^3+\alpha^3\beta^2$?

- A. -12 ◯ B. 12 ◯
- C. 6 ◯ D. -6 ◯

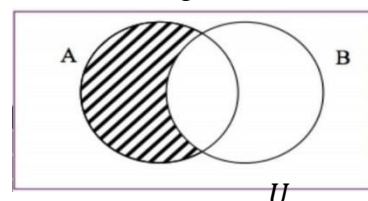
(5) Which one of the following are the partial fractions of $\frac{x^3}{x^3+1}$?

- A. $\frac{Ax^3}{x+1}+\frac{Bx+C}{x^2-x+1}$ ◯ B. $1+\frac{A}{x-1}+\frac{Bx+C}{x^2+x+1}$ ◯
- C. $1+\frac{A}{x+1}+\frac{Bx+C}{x^2-x-1}$ ◯ D. $1+\frac{A}{x+1}+\frac{Bx+C}{x^2-x+1}$ ◯

(6) Which one of the following expressions shows the shaded region?

- A. $A\cap B'$ ◯
- B. $A'\cap B$ ◯
- C. $A\cup B'$ ◯
- D. $A'\cup B$ ◯

A B

U

(7) If $\overline{x} = 7,\ \sum f = 30$ and $\sum fx = 120 + 3k$ then value of k is

A. 30 ○ B. -30 ○

C. -11 ○ D. 11 ○

(8) Which one of the following is **NOT** equal to $\tan\theta$ for a unit circle?

A. $\frac{\cos\theta}{\sin\theta}$ ○ B. $\frac{1}{\cot\theta}$ ○

C. $\frac{\sec\theta}{\cos\theta}$ ○ D. $\frac{\sin\theta}{\cos\theta}$ ○

(9) Which one of following is the radius of a circle, if an arc of 10cm subtends an angle of 60° ?

A. $\frac{30}{\pi}$cm ○ B. $\frac{\pi}{30}$cm ○

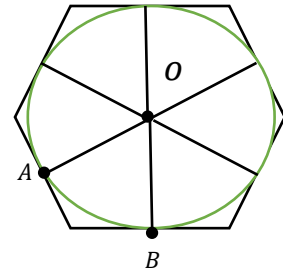
C. $\frac{10800}{\pi}$cm ○ D. $\frac{1}{6}$cm ○

(10) What is the value of $m\angle AOB$ in the adjoining figure of a hexagon?

A. $360° \div 45°$ ○

B. $360° \div 60°$ ○

C. $360° \div 30°$ ○

D. $360° \div 120°$ ○

(11) What is the elevation of Sun if a pole of 6m high casts a shadow of $2\sqrt{3}m$?

A. 30° ○ B. 45° ○

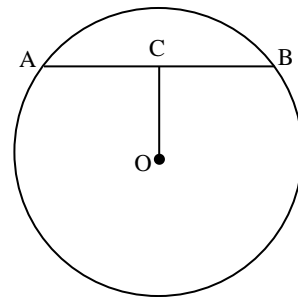
C. 60° ○ D. 90° ○

(12) If $\overline{AB} = 6cm$ is a chord of a circle with centre O and $\overline{OC} \perp \overline{AB}$, then length of $\overline{\text{AC}}$ will be:

A. 3 ○

B. 2 ○

C. 12 ○

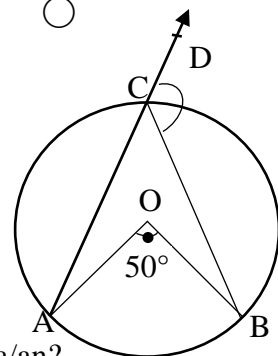
D. 14 ○

(13) What is the value of x if 64, x and 1 are in continued proportion?

A. 3 ○ B. $\pm\sqrt{3}$ ○

C. $\sqrt{3}$ ○ D. ± 3 ○

(14) In the drawn figure, what is the value of $m\angle BCD$?

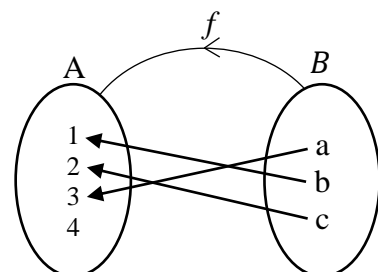
A. 165° ○ B. 155° ○

C. 80° ○ D. 130° ○

(15) If $f: B \rightarrow A$, then which one of the following represents a/an?

A. Onto function ○

B. Bijective function ○

C. Injective function ○

D. Into function ○

Federal Board SSC-II Examination
Mathematics Model Question Paper
(Science Group) (Curriculum 2006)

Time allowed: 2.40 hours Total Marks: 60

Note: Attempt any nine parts from Section 'B' and any three questions from Section 'C' on the separately provided answer book. Write your answers neatly and legibly. Log book will be provided on demand.

SECTION – B (Marks 36)

Q.2 Attempt any **NINE** parts from the following. All parts carry equal marks. (9 × 4 = 36)

i. Solve the equation $3x^2 + 4x - 5 = 5x^2 + 2x + 1$.

ii. Product of two consecutive numbers is 132.
  a. If the smaller number is x then what is the larger number?
  b. Show that $x^2 + x - 132 = 0$
  c. Solve the equation $x^2 + x - 132 = 0$ and hence find the numbers.

iii. If P is directly proportional to Q and P = 12 when Q = 4.What is:
  a. the equation connecting P and Q.
  b. the value of P, when $Q = 8$
  c. the value of Q, when $P = 21$

iv. Solve the system of equations: $4x^2 + 3y^2 = 37$; $3x^2 - y^2 = 5$

v. If U= {1, 2, 3, ... , 10}, A = {2, 4, 6} and B = {1, 3, 5}, then find
  a. A′ b. B′ c. (A∩B)′
  d. Verify that (A∩B)′ = A′ ∪ B′

vi. Given that set A = {1, 2, 3} and B = {2, 4, 6}, then find:
  (i) A × B (ii) R = {(x, y) | $y = 2x$} (iii) Domain and Range of R

vii. The table given below shows the number of goals scored by a soccer team in 10 matches:

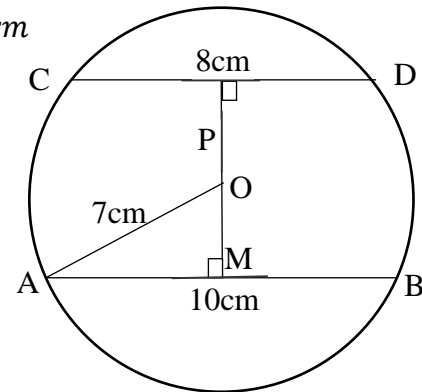
4	1	2	1	0	0	3	2	3	3

  Find:
  a. Mean b. Median c. Mode

viii. If $\tan\theta = \frac{4}{3}$ and $\sin\theta < 0$
  a. Find the quadrant in which the terminal side of the angle lies?
  b. Find the values of $\sec\theta$ and $\operatorname{cosec}\theta$.
  c. Show that $1 + \cot^2\theta = \operatorname{cosec}^2\theta$.

ix. Prove that $\frac{\sin\theta}{1+\cos\theta} + \cot\theta = \operatorname{cosec}\theta$.

x. In $\Delta PQR, m\overline{QR} = 6cm, m\overline{PR} = 2\sqrt{2}cm$ and $\angle PRQ = 135°$.
  a. Draw perpendicular from P to $\overline{QR}$, to meet $\overline{QR}$ produced at S and find $\overline{RS}$.
  b. Find $\overline{PQ}$ by using $(m\overline{PQ})^2 = (m\overline{QR})^2 + (m\overline{PR})^2 + 2(m\overline{QR})(m\overline{RS})$.

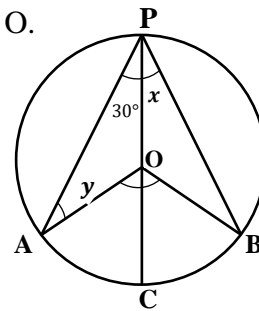
xi. In the given figure, $m\overline{AB} = 10cm$, $m\overline{CD} = 8cm$
$m\overline{OA} = 7cm$
Find: (i) $m\overline{AM}$ (ii) $\overline{OP}$
(iii) $m\overline{OM}$

xii. Prove that if a line is drawn perpendicular to a radial segment of a circle at its outer end point, it is tangent to the circle at that point.

xiii. A, B, C and P are four points on a circle with centre O.

Given that POC is a diameter of the circle.

Find:

a. x b. y c. $\angle AOB$

Also write the reasons to justify your steps.

xiv. Circumscribe a circle about a triangle ABC with sides $\overline{AB} = 6cm$, $\overline{BC} = 4cm$, $\overline{AC} = 4cm$ and measure its radius.

SECTION – C (Marks 24)

Note: Attempt any **THREE** questions. Each question carries equal marks. (3 × 8 = 24)

Q.3 The area of a rectangle is 48cm^2. If length and width of each is increased by 4cm. The area of larger rectangle is increased by 12cm^2. Find the length and width of the original rectangle.

Q.4 Prove that if two arcs of a circle (or of congruent circles) are congruent then the corresponding chords are equal.

Q.5 Using theorem of componendo-dividendo, find the value of $\frac{x-6a}{x+6a} - \frac{x+6b}{x-6b}$, if $x = \frac{12ab}{a-b}$

Q.6 Resolve $\frac{x^2}{(1-x)(1+x^2)^2}$ into partial fractions.

Q.7 Find the range, variance and standard deviation for the following data set:
1245, 1255, 1654, 1547, 1245, 1255, 1547, 1737, 1989, 2011.

MATHEMATICS SSC-II

Student Learning Outcomes Alignment Chart

(Curriculum 2006)

Sec-A	Q 1	Contents and Scope	Student Learning Outcomes
	1	8.1 Quadratic Equation	Define quadratic equation.
	2	9.1 Nature of the Roots of a Quadratic Equation	i) Define discriminant $(b2 - 4ac)$ of thequadratic expression ax^2+bx+c.
	3	9.6 Synthetic Division	i) Describe the method of synthetic division.
	4	9.4Symmetric Functions of Roots of a Quadratic Equation.	ii) Evaluate a symmetric Function of the roots of a quadratic equation in terms of its coefficients.
	5	11.2 Resolution of Fraction into Partial Fractions.	Resolve an algebraic fraction into partial fractions when its denominator consists of non-repeated linear factors.
	6	12.1.3 Venn Diagram	i)Use Venn diagram to represent • union and intersection of sets, • complement of a set.
	7	13.3 Measures of Central Tendency	i) Calculate the arithmetic mean by definition (for ungrouped data)
	8	16.3 Trigonometric Ratios	iii) Define trigonometric ratios and their reciprocals with the help of a unit circle.
	9	16.2 Sector of a circle	i) Establish the rule $l = r\theta$, where r is the radius of the circle, l the length of circular arc and θ the central angle measured in radians.
	10	30.2 Circles attached to polygons	viii) Circumscribe a regular hexagon about a given circle.
	11	16.5Angle of elevation and Depression.	ii) Solve real life problems involving angle of elevation and depression
	12	25.1 Chords of a Circle	Prove the following theorem along with corollaries and apply them to solve appropriate problems. iii) Perpendicular from the centre of a circle on a chord bisects it.
	13	10.1 Ratio, Proportions and Variations	ii) Find 3rd, 4th mean and continued proportion.
	14	28.1 Angle in a Segment of a Circle	Prove the following theorem along with corollaries and apply them to solve appropriate problems. i) The measure of a central angle of a minor arc of a circle, is double that of the angle subtended by the corresponding major arc.
	15	12.3 Function	ii) To demonstrate the following: • Into function • One-one function • Injective function • Surjective function

			• Bijective function
Sec B	Q2		
	i	8.2Solution of Quadratic Equations	i) Solve a quadratic equation in one variable by • Factorization, • Completing square
	ii	9.7 Simultaneous Equations	Solve a system of two equations in two variables when • one equation is linear and the other is quadratic, • both the equations are quadratic.
	iii	10.1 Ratio, Proportion and Variation.	i) Define ratio, proportions and variations (direct and inverse)
	iv	9.7 Simultaneous Equations	Solve a system of two equations in two variables when • one equation is linear and the other is quadratic, • both the equations are quadratic.
	v	12.1.2 Properties of Union and Intersection	iv) Give formal proofs of the following fundamental properties of union and intersection of two or three sets. • Commutative property of union, • Commutative property of intersection, • Associative property of union, • Associative property of intersection, • Distributive property of union over intersection, • Distributive property of intersection over union, • De Morgan's laws.
	vi	12.1.4 Ordered Pairs and Cartesian Product 12.2 Binary relation	viii) Recognize ordered pairs and Cartesian product. Define binary relation and identify its domain and range.
	vii	13.3 Measures of Central Tendency	i) Calculate (for ungrouped and grouped data) • Arithmetic mean by definition and using deviations from assumed mean, • Median, mode geometric mean and harmonic mean
	viii	16.3 Trigonometric Ratios	v) Recognize the signs of trigonometric ratios in different quadrants vi) Find the values of remaining trigonometric ratios if one trigonometric ratio is given.
	ix	16.4 Trigonometric Identities	Prove the trigonometric identities and apply them to show different trigonometric relations.
	x	24.1 Projection of a side of a triangle	Prove the following theorem along with corollaries and apply them to solve appropriate problems.

			i) In an obtuse-angled triangle, the square on the side opposite to the obtuse angle is equal to the sum of the squares on the sides containing the obtuse angle together with twice the rectangle contained by one of the sides, and the projection on it of the other.
	xi	25.1 Chords of a Circle	Prove the following theorem along with corollaries and apply them to solve appropriate problems. iii) Perpendicular from the centre of a circle on a chord bisects it.
	xii	26.1 Tangent to a Circle	Prove the following theorems along with corollaries and apply them to solve appropriate problems. i) If a line is drawn perpendicular to a radial segment of a circle at its outer end point, it is tangent to the circle at that point.
	xiii	28.1 Angle in a Segment of a Circle	Prove the following theorem along with corollaries and apply them to solve appropriate problems. i) The measure of a central angle of a minor arc of a circle, is double that of the angle subtended by the corresponding major arc.
	xiv	30.2 Circles attached to Polygons	i) Circumscribe a circle about a given triangle.
Sec C			
	Q 3	9.7 Simultaneous Equations	Solve the real life problems leading to quadratic equations.
	Q 4	27.1 Chords and Arcs	Prove the following theorems along with corollaries and apply them to solve appropriate problems. i) If two arcs of a circle (or of congruent circles) are congruent then the corresponding chords are equal.
	Q 5	10.2 Theorems on Proportion	Apply theorem of componendo-dividendo to find proportions.
	Q 6	11.2 Resolution of Fraction into Partial Fractions	Resolve an algebraic fraction into partial fractions when its denominator consists of • repeated quadratic factors.
	Q 7	13.4 Measures of Dispersion	Measure range, variance and standard deviation.

MATHEMATICS SSC-II

Table of Specifications

Topics	8. Quadratic Equations	9. Theory of Quadratic Equations	10. Variations	11. Partial Fractions	12. Sets and Functions	13. Basic Statistics	16. Introduction to Trigonometry	24. Projection of a Side of a Triangle	25. Chords of a Circle	26. Tangent to a Circle	27. Chords and Arcs	28. Angle in a Segment of a Circle	30. Practical Geometry Circles	Total marks for each assessment objective	% age
Knowledge based	1 (1) (1)	1 (2) (1)	2 iii (4)		1 (15) (1) 2 vi (4) 2 v (2)	7 (4)	1 (8) (1) 2 viii (2)			2 xii (4)	4 (8)		1 (10) (1)	33	29.7%
Understanding based	2 i (4)	1 (3) (1) 1 (4) (1) 2 ii (4) 2 iv (4) 3 (8)	1(13) (1)	1 (5) (1) 6 (8)	1 (6) (1) 2 v (2)	1 (7) (1) 2 vii (4) 7 (4)	2 viii (2) 2 ix (2)	2 x(a) (2)				1 (14) (1)	2 xiv (4)	55	49.5%
Application based			5 (8)				1 (9) (1) 1 (11) (1) 2 ix (2)	2 x (b)(2)	1 (12) (1) 2 xi (4)			2 xiii (4)		23	20.7%
Total marks for each topic	05	19	13	09	10	13	11	04	05	04	08	05	05	111	100%

KEY:

1(1)(1)
Question No. (Part No.) (Allocated Marks)

Version No.			

ROLL NUMBER						

0 1 2 3 4 5 6 7 8 9

Answer Sheet No.____________

Sign. of Candidate___________

Sign. of Invigilator___________

PAKISTAN STUDIES SSC–II

SECTION – A (Marks 10)

Time allowed: 15 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. All parts carry one mark.

1. _________________ was the first country to recognize Pakistan in 1947.
   - A. China ◯ B. Afghanistan ◯
   - C. Turkey ◯ D. Iran ◯

2. Withdrawal of Russian Troops from Afghanistan took place under ______ accord.
   - A. Tashkent ◯ B. Simla ◯
   - C. Geneva ◯ D. Tripoli ◯

3. The tenure of National Assembly under 1973 Constitution is:
   - A. 4 years ◯ B. 3 years ◯
   - C. 6 years ◯ D. 5 years ◯

4. _______________ was founded after the tragedy of “Aqsa Mosque Fire”.
   - A. UNO ◯ B. OIC ◯
   - C. SAARC ◯ D. ECO ◯

5. Rate of deduction of Zakat in banks is:
   - A. 2.5% ◯ B. 3.5% ◯
   - C. 3% ◯ D. 4% ◯

6. Natural Gas was discovered in Pakistan at ___________ in 1952.
   - A. Sui ◯ B. Kalat ◯
   - C. Sibi ◯ D. Kala Bagh ◯

7. The Government of Pakistan established “Pakistan Industrial Development Corporation” in:
   - A. 1948 ◯ B. 1952 ◯
   - C. 1956 ◯ D. 1960 ◯

8. The major dispute between Pakistan and India is:
   - A. Nuclear issue ◯ B. Kashmir issue ◯
   - C. Cultural issue ◯ D. The Border issue ◯

9. Pushto Language originated five thousand years ago in:
   - A. Iran ◯ B. Tajikistan ◯
   - C. Afghanistan ◯ D. Turkey ◯

10. The first poet who wrote "Diwan" (collection of poetry) in Urdu was:
    - A. Mir Taqi Mir ◯
    - B. Mirza Ghalib ◯
    - C. Sultan Muhammad Quli Qutab Shah ◯
    - D. Mir Dard ◯

Federal Board SSC-II Examination
Pakistan Studies Model Question Paper
(Curriculum 2006)

Time allowed: 2.15 hours Total Marks: 40

Note: Answer any eight parts from Section 'B' and attempt any two questions from Section 'C' on the separately provided answer book. Write your answers neatly and legibly.

SECTION – B (Marks 24)

Q.2 Attempt any **EIGHT** parts from the following. All parts carry equal marks. $(8 \times 3 = 24)$

i. Why was 1973 Constitution called as Federal Constitution?

ii. When and who introduced the devolution of power plan in Pakistan?

iii. Define the "Enlightened Moderation".

iv. What is meant by University Education?

v. Write down the names of six Central Asian States which got independence from USSR.

vi. Write down any three major contributions of Pakistan towards World peace.

vii. What do you understand by Indus Waters Treaty?

viii. How industries are important in economic development of a country?

ix. Write down any three basic objectives of Pakistan's Foreign Policy.

x. Write down any three suggestions to increase the agricultural production of Pakistan.

xi. Identify the three major features of Pakistan's culture?

SECTION – C(Marks 16)

Note: Attempt any **TWO** questions. All questions carry equal marks. $(2 \times 8 = 16)$

Q.3 How did Pakistan emerge as Nuclear Power? (8)

Q.4 Analyze the Pakistan's basic social problem. (8)

Q.5 Narrate the relations between Pakistan and Afghanistan. (8)

* * * * *

PAKISTAN STUDIES SSC-II

Students Learning Outcomes Alignment Chart
(Curriculum 2006)

Section	Q #	Contents	Learning Outcomes
A	**1**-1	6.3: Pakistan's relation with neighboring countries	Narrate Pakistan's relation with immediate neighboring states
	(2)	6.6: Pakistan's relation with major world powers	Describe Pakistan's relation with USA, China, UK, EU, Russia and Japan
	(3)	5.2: 1971-77 1973 Constitution	Identify the key aspects of 1973 Constitution
	(4)	6.4: Pakistan and the Muslim World	Discuss Pakistan's relations with OIC countries
	(5)	5.3: Zia Era Islamization 1977-88	Comprehend the major aspects of Islamization process during 1977-88
	(6)	7.3: Energy resources: * Gas	Discuss the production and consumption of different sources of energy
	(7)	7.2: Major sectors of Economy Industries	Discuss the importance of industries in economic development
	(8)	6.3: Pakistan's relation with neighboring countries	Narrate Pakistan's relation with immediate neighbouring countries
	(9)	8.3: Pakistan languages: * Regional	Trace the origin and evolution of national and regional languages
	(10)	8.3: Pakistan languages: * National	Trace the origin and evolution of national and regional languages
B	**2**-i.	5.2: 1971-77 1973 Constitution	Identify the key aspects of 1973 Constitution
	ii.	5.5: Pervez Musharaf's Era Local Self Government	Define the devolution of power process initiated by Pervez Musharraf's Government, with particular emphasis on the Local Self-Government
	iii.	5.5: Pervez Musharaf's Era Enlightened moderation	Define enlightened moderation
	iv.	8.1: Population: Education and literacy	Discuss the educational and health conditions in Pakistan
	v.	6.4: Pakistan and the Muslim World	Comprehend Pakistan's relations with Central Asian countries
	vi.	6.7: Pakistan and the United Nation	Discuss Pakistan's contribution towards peace keeping in the world
	vii.	6.3: Pakistan's relations with neighbouring countries	Narrate Pakistan's relation with immediate neighbouring states
	viii.	7.2: Major Sectors of Economy Industries Role of Industries in Economic	Discuss the importance of industries in economic development

		Development	
	ix.	6.2: Objectives of Pakistan foreign policy	Define the objectives of Pakistan's foreign policy
	x.	7.2: Major Sectors of Economy Agriculture potential: Problems and measures for maximization of yield	Point out the agricultural potential of Pakistan along with problems and measures for maximization of yield
	xi.	8.2: Pakistan Society and Culture	Identify the major features of Pakistan's culture and commonality in regional culture leading to National Integration and Cohesion
C	**3**	5.4: Restoration of Civilian Rules, 1988-99 Pakistan turns nuclear	Discuss Pakistan's emergence as a nuclear power
	4	8.2: Pakistan Society and Culture	Explain the basic features of Pakistani Society and the major Social Problems faced by it.
	5	6.3: Pakistan's relation with neighbouring countries	Narrate Pakistan's relation with immediate neighbouring states

PAKISTAN STUDIES SSC-II

Table of Specifications

Topics	5. History of Pakistan Part-II	6. Pakistan World Affairs	7. Economic Developments	8. Population, Society and Culture of Pakistan	Marks	% age
K (Knowledge Based)	1(3) (1) 1(5) (1) 2 (ii) (3) 2 (iii) (3)	1(1) (1) 1(4) (1) 2 (v) (3) 2 (ix) (3)	1(6) (1) 1(7) (1)	1(9) (1) 1(10) (1)	20	29.8%
U (Understanding Based)	2 (i) (3) 3 (8)	1(2) (1) 1(8) (1) 2 (vii)(3) 5 (8)	2 (viii) (3)	2 (iv)(3) 2 (xi) (3)	33	49.3%
A (Application Based)		2 (vi) (3)	2 (x) (3)	4 (8)	14	20.9%
TotalMarks	19	24	8	16	67	100%

KEY:

1(1)(1)
Question No. (Part No.) (Allocated Marks)

Version No.			

ROLL NUMBER						

FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION ISLAMABAD

Answer Sheet No.____________

Sign. of Candidate ___________

Sign. of Invigilator ___________

PHYSICS SSC–II

SECTION – A (Marks 12)

Time allowed: 15 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. All parts carry one mark.

(1) In vacuum, all electromagnetic waves have the same:
- A. Speed ◯
- B. Amplitude ◯
- C. Frequency ◯
- D. Wavelength ◯

(2) The relationship between speed, frequency and wavelength of a wave is known as:
- A. Wave equation ◯
- B. Frequency equation ◯
- C. SHM equation ◯
- D. Wavelength equation ◯

(3) Which of the following forms of wave is "sound"?
- A. Electrical ◯
- B. Longitudinal ◯
- C. Transverse ◯
- D. Magnetic ◯

(4) If a ray of light in a glass is incident on an air surface at an angle greater than the critical angle, the ray will:
- A. Refract only ◯
- B. Reflect only ◯
- C. Partially reflect & refract ◯
- D. Diffract only ◯

(5) According to Coulomb's law, if distance between charges increases, the force of attraction:
- A. Will be increased ◯
- B. Will be decreased ◯
- C. Will be unchanged ◯
- D. Will become repulsion ◯

(6) When we apply more voltage to an ohmic conductor, we get:
- A. More resistance ◯
- B. More flow of current ◯
- C. Decrease in power ◯
- D Less flow of current ◯

(7) Electromagnetism is the study of:
- A. Magnetic effect of current ◯
- B. Flow of protons ◯
- C. Flow of electrons ◯
- D. Flow of neutrons ◯

(8) Logic gates are used in:

A.	LDRs	○	B.	DC circuits	○
C.	Analogue circuits	○	D.	House safety	○

(9) Which one of the following is the most suitable means of reliable continuous communication between an orbiting satellite and Earth?

A.	Microwaves	○	B.	Radio waves	○
C.	Sound waves	○	D.	Any light wave	○

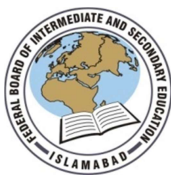
(10) Which one of the following particles has the greatest penetrating power?

A.	α- Particle	○	B.	β- Particle	○
C.	γ- Particle	○	D.	Proton	○

(11) What is the voltage across a 6 Ω resistor when 3A of current passes through it?

A.	2 V	○	B.	9 V	○
C.	18 V	○	D.	36 V	○

(12) If the turn ratio of a step-up transformer is 10. It means:

A.	$I_s = 10\ I_p$	○	B.	$N_S = \frac{N_P}{10}$	○
C.	$N_s = 10\ N_p$	○	D.	$V_p = 10V_s$	○

Federal Board SSC-II Examination
Physics Model Question Paper
(Curriculum 2006)

Time allowed: 2.45 hours Total Marks: 53

Note: Answer any eleven parts from Section 'B' and attempt any two questions from Section 'C' on the separately provided answer book. Write your answers neatly and legibly.

SECTION – B (Marks 33)

Q.2 Attempt any **ELEVEN** parts from the following. All parts carry equal marks. **(11×3=33)**

i. A pendulum of length 1m and period 2.01s is placed at the top of Mount Everest having an altitude of 8849m. Calculate the value of 'g' at that point.

ii. If the concave mirror produces a real image of an object, will the image be necessarily inverted?

iii. Is the restoring force on a mass attached to spring in SHM ever zero? If so, where?

iv. How can a body be negatively charged by electrostatic induction?

v. Does increasing the frequency of wave also increases its wavelength? If not, how are these quantities related?

vi. Will two wires carrying current in the same direction repel or attract each other? Give reason.

vii. Write down differences between conductors and insulators.

viii. How is an ammeter connected with a device to measure current? Support your answer with reason.

ix. What do you understand by digital and analogue quantities?

x. Why are some elements radioactive but some are not?

xi. How electronic mail is preferred over traditional communication?

xii. Explain whether the atomic number can increase during nuclear decay. Support your answer with an example.

xiii. Why is an electron beam deflected when passes through a magnetic field?

xiv. How can we find the direction of magnetic field of a current carrying conductor?

xv. Describe electrostatic painting of cars.

SECTION – C (Marks 20)

Note: Attempt any **TWO** questions. All questions carry equal marks. (2 × 10 = 20)

Q.3 a. With the help of electroscope, how can you achieve the following: **(3x2=6)**

i. The detection of charge on a body.

ii. Determining the nature of charge.

iii. Investigating whether the body under test is conductor or insulator.

b. An object is placed at a distance of 20cm in front of a convex mirror forms an image 10cm behind the mirror. What is its focal length? **(4)**

Q.4 a. Discuss the main features of parallel combination of resistors. **(6)**

b. What are the basic Logic Gates? Give symbols and truth tables of any two. **(4)**

Q.5 a. Explain the working of transformer in connection with mutual induction. Describe types of transformer. **(6)**

b. Lead-210 has half-life of 22.3 years. How much of the 80 mg of lead will be left after 66.9 years? **(4)**

* * * * *

PHYSICS SSC-II

MODEL QUESTION PAPER SLOs

(Curriculum 2006)

SECTION – A

Q.1 Choose the correct answer A/B/C/D by filling the relevant bubble for each question.

(1) distinguish between mechanical and electromagnetic waves.
(2) Derive equation $v=f\lambda$.
(3) Describe the longitudinal nature of sound waves (as a series of compressions and rarefactions).
(4) State the conditions for total internal reflection.
(5) State and explain Coulomb's law.
(6) Describe Ohm's law and its limitations.
(7) Explain by describing an experiment that an electric current in a conductor produces a magnetic field around it.
(8) Describe the simple uses of logic gates.
(9) Explain briefly the transmission of
  a. electric signals through wires
  b. radiowaves through air
  c. light signals through optical fibres
(10) State, for radioactive emissions:
  a. their nature
  b. their relative ionizing effects
  c. their relative penetrating abilities.
(11) Describe Ohm's law and its limitations.
(12) Identify that a transformer works on the principle of mutual induction between two coils.

SECTION-B

Q.2 Attempt any **ELEVEN** parts from the following. All parts carry equal marks. **(11×3=33)**

i. Solve problems by using the formula $T = 2\pi \sqrt{l}/g$ for simple pendulum.
ii. Solve problems of image location by spherical mirrors by using mirror formula.
iii. Explain SHM with different examples.
iv. Describe experiments to show electrostatic charging by induction.
v. Derive equation $v=f\lambda$.
vi. Explain by describing an experiment that an electric current in a conductor produces a magnetic field around it.
vii. Distinguish between conductors and insulators.
viii. Describe the use of electrical measuring devices like galvanometer, ammeter and voltmeter (construction and working principles not required).
ix. Differentiate between analogue and digital electronics.
x. Explain that an element may change into another element when radioactivity occurs.
xi. Compare the advantages of high technology communication devices with the traditional system through internet search.
xii. Represent changes in the composition of the nucleus by symbolic equations when alpha or beta particles are emitted.
xiii. Describe the effect of magnetic field on an electron beam.

xiv. Explain by describing an experiment that an electric current in a conductor produces a magnetic field around it.

xv. Describe the use of electrostatic charging.

SECTION-C

Q.3 a. Describe the construction and working principle of electroscope.

b. Solve problems of image location by spherical mirrors by using mirror formula

Q.4 a. Construct simple series (single path) and parallel circuits (multiple paths).

b. Identify and draw the symbols for the logic gates (NOT, OR, AND, NOR and NAND).

Q.5 a. Identify that a transformer works on the principle of mutual induction between two coils.

b. Explain the meaning of half life of a radioactive material.

PHYSICS SSC-II

TABLE OF SPECIFICATION

Assessment Objectives	Unit 10:	Unit 11:	Unit 12:	Unit 13:	Unit 14:	Unit 15:	Unit 16:	Unit 17:	Unit 18:	Total marks	Percentage
Knowledge based	Q 1 (1): 1 Q 1 (2): 1	Q 1(3): 1			Q 2 (vii): 3 Q 4(a): 6	Q1(7): 1 Q2(xiv): 3	Q4(b): 4 Q2(ix): 3	Q1(9): 1	Q1(10): 1	25	28.7%
Understanding based	Q2(i): 3 Q2(iii): 3	Q 2 (v): 3	Q1(4): 1 Q2(ii): 3 Q3(b): 4	Q 1 (5): 1 Q 3 (a): 6	Q 1(11): 1	Q2(vi): 3 Q5 (a): 6	Q 1(8): 1 Q2(xiii): 3		Q2(x): 3 Q5(b): 4	45	51.7%
Application based				Q 2(iv): 3	Q 1(6): 1 Q 2(viii): 3	Q 1(12): 1 Q2(xv): 3		Q 2 (xi): 3	Q2(xii): 3	17	19.5%
Total marks	8	4	8	10	14	17	11	4	11	87	100%

KEY:

1 (1): 1

Question No (Part No.): Allocated Marks

STUDENT LEARNING OUTCOMES
For Grades X

Competency 1: **Reading and Thinking Skills**
Standard 1: **All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.**
Benchmark I: **Analyze patterns of text organization, and function of various devices used within and beyond a paragraph in a text.**

Student Learning Outcomes
Grade X
➢ Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.
➢ Analyze paragraphs to identify words, phrases or sentences that support the main idea through • definition • example/ illustration • cause and effect • comparison and contrast • facts, analogies, anecdotes and quotations.
➢ Identify and recognize the functions of • pronoun – antecedent relationships. • anaphoric and cataphoric references. • transitional devices used for coherence and cohesion at discourse level.
➢ Analyze the order of arranging paragraphs: • Chronological or spatial. • General to specific, specific to general. • Most important to least important and vice versa.

Benchmark II: **Analyze complex processes, procedures, events, issues, and various viewpoints, applying reading comprehension and thinking strategies**

Student Learning Outcomes Grade
Grade X
➢ Use pre-reading strategies to • predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues. ➢ Skim text to • have general idea of the text. • infer theme/ main idea. ➢ Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to • scan to answer short questions. • make simple inferences using context of the text and prior knowledge. • distinguish between what is clearly stated and what is implied. • deduce meaning of difficult words from context. • use context to infer missing words. • read silently with comprehension and extract main idea and supporting detail. • scan to locate an opinion. • distinguish fact from opinion in letters to editors, texts supporting an opinion, etc. • locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy, etc.

• recognize arguments and counter arguments. • explore viewpoints/ ideas and issues. • follow instructions in maps or user instruction manuals and forms related to extended social and academic environment. • comprehend/interpret text by applying critical thinking. • generate questions to understand text.
➢ Use summary skills to • extract salient points and develop a mind map to summarize a text. • follow a process or procedure to summarize the information to transfer the written text to a diagram flow chart or cloze paragraph. ➢ Use critical thinking to respond orally and in writing to the text (post-reading) to • give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read. • relate what is read to his or her own feelings and experiences. • explore causes and consequences of a problem or an issue and propose various solutions. • evaluate material read.
➢ Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types: • Literal/ textual/ factual • Interpretive • Inferential • Evaluative • Personal response • Open ended ➢ Respond orally and in writing.

Benchmark III: Analyze information from a visual cue or a graphic organizer to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships

Student Learning Outcomes Grade
Grade X
➢ Interpret the situation in a visual cue and with the help of mind map giving vocabulary, structure and sensory details to write a short description. ➢ Analyze information in bar graphs, line graphs, and diagrams describing complex processes and procedures, comparisons and contrast to write a short written report. ➢ Organize information using various organizational patterns: sequence, comparison, contrast, classification, cause and effect. ➢ Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion. ➢ Recognize and use appropriate conventions (format, style, expression)

Benchmark IV: Gather, analyze, evaluate and synthesize information to use for a variety of purposes including a research project using various aids and study skills

Student Learning Outcomes Grade
Grade X
➢ Use dictionaries to • locate guide words. • locate entry word. • choose appropriate word definition. • identify pronunciation through pronunciation key. • identify syllable division, and stress pattern.

• identify parts of speech. • identify correct spellings. • identify phrases through key words. • recognize abbreviations used in a dictionary. • locate phrases and idioms. • comprehend notes on usage. ➢ Locate appropriate synonyms and antonyms in a thesaurus.
➢ Use library skills to • alphabetize book titles, words and names. • locate fiction and non fiction books / books by subject. • understand card catalogue. • locate and use card catalogue. • identify three kinds of catalogue cards i.e. author card, title card, subject card. • use case and shelf labels in the library. • use the reference section in the library. • use computer catalogue
➢ Utilize effective study strategies e.g. note-taking / note-making, writing a summary and creating a mind map to organize idea
➢ Use textual aids such as table of contents, footnote, glossary, preface, sub headings etc. to • comprehend texts. • identify and select relevant information in a book.
➢ Utilize appropriate informational sources including encyclopedias and internet sources.

Competency 1: Reading and Thinking Skills
Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.
Benchmark I: Analyze short stories, poems, and essays; make connections between literary texts and their own lives

Student Learning Outcomes Grade
Grade X
➢ Read text to make predictions about story line / content, characters, using contextual clues and prior knowledge. ➢ Analyze story elements: characters, events, setting, plot, theme, tone, point of view. ➢ Identify the speaker or narrator in a selection. ➢ Recognize the author's purpose and point of view.
➢ Read a text to • make connections between their own lives and the characters, events, motives, and causes of conflict in texts. • make inferences and draw conclusion about character using supportive evidence from the text. • compare characters in a literary selection to near similar one's in real life.
➢ Recognize genres of literature, fiction, nonfiction, poetry, legend, myth.
➢ Read a poem and give orally and in writing • Theme and its development. • Personal response with justification. • Paraphrase/ summary
➢ Read and analyze how a writer/ poet uses language to • appeal to the senses through use of figurative language including similes and metaphors. • affect meaning through use of synonyms with different connotations and denotations. • create imagery. ➢ Read and recognize literary techniques such as repetition, personification and alliteration.

Competency 2: **Writing Skills**
Standard 1: **All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.**
Benchmark I: **Analyze a variety of written discourse to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader.**

Student Learning Outcomes Grade
Grade X
➢ Develop focus for own writing by identifying audience and purpose. ➢ Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
➢ Analyze an essay to identify the general subject, main idea (a statement about the general subject), **key ideas**, **supporting details** and **transitional devices**. ➢ Write an essay on a general subject: • Write an introductory paragraph with a clear central thought. • Provide **key ideas** which prove, explain or support the central thought. • Use a separate paragraph for each key idea. • Incorporate evidence (facts, quotations, etc), examples (analogies, **anecdotes**, etc.), or different points of view (elaborating an idea/opinion) to support each key idea. • Use appropriate **transitional devices** to connect ideas within and between paragraphs. • Add a closing or summary paragraph with a synthesis of central idea, syntheses of each supporting idea, a general concluding statement. • Use correct conventions of grammar and punctuation. ➢ • Use appropriate vocabulary.

Benchmark II: **Write a variety of expository, persuasive, analytical essays, and personal narratives for different purposes and audiences.**

Student Learning Outcomes Grade
Grade X
➢ Analyze to use in their own writing, features of an **expository** composition showing comparison and contrast between things, events, situations, places, action, idea or a problem: • Methods for organizing comparison and contrast. • Connectives of comparison and contrast. • **Similes** and **metaphors** for comparison and contrast.
➢ Write a personal **narrative** (autobiographical): • Include choice of time period in one's life. • Include clear statement of personality traits at that time. • Include significant details and an incident used to portray personality.
➢ Write a **persuasive**/argumentative essay on a given topic: • Distinguish fact from opinion. • State an opinion on the topic. • List ideas and arguments that support opinion. • Organize ideas and supporting arguments in a clear, structured and logical manner. • Distinguish between language used for persuasion and propaganda. • Use **persuasive** language to enhance ideas. • Use special devices to support arguments (e.g. Appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal **anecdote** or **analogy**.

➢ Anticipate and respond to opposing arguments by defending **point of view** with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs.
➢ Analyze a simple sample book review of a story book to write one. ➢ Write a book review of a simple story book: • Write a summary of the book. • Gather information about the author. • Evaluate the plot, character and setting. • Prepare an outline for the book review. • Write, revise, and proof read the review
➢ Analyze questions to write effective and focused answers of required length: • Mark key words. • Identify verbs and tenses. • Recognize question types such as i. Literal/ textual/ factual ii. Interpretive iii. Inferential iv. Evaluative v. Personal response vi. Open ended
➢ Use summary skills to write summary/ précis of simple passages / poems. ➢ Use paraphrasing skills to paraphrase stanzas: • Mark thought groups in the stanza. • Restate the message in simple prose. • Replace poetic words with simple ones.

Benchmark III: Write expository, persuasive, analytical essays, and personal narratives to produce a variety of academic and creative texts for various audiences

Student Learning Outcomes Grade
Grade X
➢ Write and revise formal letters to people in extended social and academic environment for various purposes. Write the address on the envelope clearly and in proper format. ➢ Analyze letters to editor to recognize effective ways of explaining and presenting an idea, a point, or an opinion. ➢ Write and revise letters to editor expressing ideas, points, or opinions by supporting it with anecdotes, quotations, examples, analogies, etc. ➢ Write and revise letters to editor expressing ideas, points, or opinions by supporting it with anecdotes, quotations, examples, analogies, etc. ➢ Analyze and compare various formal emails to note differences of conventions, vocabulary, style and tone. ➢ Write formal e mails in extended social and academic environment.
➢ Analyze various forms currently required in extended social and academic environment. ➢ Fill in forms legibly, following instructions and supplying correct information.

Benchmark IV: Plan and draft their writing; revise and edit for various organization patterns of sequence, comparison, contrast, classification, cause and effect, logical flow of ideas through flexible and clear signal and reference words, point of view, supporting evidence, overall effect, appropriate punctuation and vocabulary.

Student Learning Outcomes Grade
Grade X
➢ Develop focus for own writing by identifying audience and purpose.
➢ Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc

➢ Plan, draft and revise writing to ensure that it • is focused, purposeful and reflects insight into the writing situation. • has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. • uses writing strategies as are appropriate to the purpose of writing. • has varied sentence structure and length. • has a good command of language with precision of expression.
➢ Proof read and edit their own, peers' and given texts for • faulty sentence structure. • errors of subject / verb agreement. • unclear pronoun reference. • errors of correct word form. • errors of punctuation and spelling.

Competency 3: Oral Communication Skills

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Benchmark I: Use extended linguistic exponents to communicate appropriately for various functions and co-functions of advice, hopes, fears, queries, in extended social environment.

Student Learning Outcomes Grade
Grade X
➢ Select and use appropriate expression for various functions: • Ask and respond to questions of academic and social nature. • Ask and express preferences, emotions, wishes needs and requirements by giving reasons. • Express satisfaction/ dissatisfaction, approval/ disapproval, and agreement/ disagreement (fully and partially) politely. • Express hopes and fears. • Express refusal politely. • Seek and offer advice. • Express personal needs, feelings, emotions and ideas.

Benchmark II: Demonstrate through formal talks, group oral presentations, informal interviews, the social and academic conventions and dynamics to communicate information/ ideas

Student Learning Outcomes Grade
Grade X
➢ Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction: • Offer and respond to greetings, compliments, invitations, introductions and farewells. • Demonstrate an understanding of ways to show gratitude, apology, anger and impatience. • Ask, restate and simplify directions and instructions. • Present and explain one's point of view clearly. • Support or modify one's opinions with reasons. • Acknowledge others' contributions. • Agree and disagree politely at appropriate times. • Share information and ideas. • Clarify and restate information and ideas. • Modify a statement made by a peer. • Exhibit appropriate conventions of interruptions. • Negotiate solutions to problems, interpersonal misunderstandings, and disputes.

• Express humour through verbal and non verbal means. • Summarize the main points of discussion for the benefit of the whole group. • Join in a group response at the appropriate time. • Use polite forms to negotiate and reach consensus.
➢ Identify and analyze appropriate expressions and interviewing techniques to conduct and give short interviews of a friend or relative on specific topics: • Introduce self and others. • Prepare and ask relevant questions for an interview. • Give appropriate responses using reciprocal ability. • Make notes of the responses in an interview. • Respond appropriately and effectively to questions. • Use language that is appropriate. • Demonstrate sensitivity and respect to others. • Compile the oral responses of the interview in written form.
➢ Create and deliver simple group/ class presentations on various themes, problems and issues: • Negotiate verbally to identify roles in preparations for presentations. • Present and explain one's point of view clearly. • Support or modify one's opinions with reasons. • Acknowledge others' contributions. • Present with clarity, the main point or subject of the presentation. • Support the topic or subject with effective factual information. • Structure ideas and arguments in a coherent logical fashion. • Exhibit appropriate etiquettes of interacting with audience. • Demonstrate appropriate conventions for use of various audio-visual aids. ➢ Evaluate to comment orally on the presentation of peers against a pre-developed student/ teacher criteria: • Clear and cohesive main idea. • Consistent organization of ideas. • Sufficient supporting detail. • Effective speaking style. • Appropriate body language, dress and posture. • Suitable tone. • Appropriate interaction with audience. • Appropriate selection and use of audio-visual aids.

Competency 4: Formal and Lexical Aspects of Language.

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

Benchmark I: Pronounce (acceptably) new words, and use appropriate stress and intonation pattern in sustained speech to communicate effectively.

Student Learning Outcomes Grade
Grade X
➢ Use the pronunciation key (in a dictionary) to pronounce words with developing accuracy. ➢ Recognize silent letters in words and pronounce them with developing accuracy. ➢ Recognize, pronounce and represent primary and secondary stress in words. Refer to a dictionary, if required
➢ Recognize and use varying intonation patterns as aids in spoken and written discourse to • show attitude. • highlight focus in meaning. • divide speech into thought groups.

Competency 4: Formal and Lexical Aspects of Language
Standard 2, Vocabulary: All students will enhance vocabulary for effective communication.
Benchmark I: Analyze different kind of texts to identify how lexical items are used to convey different meanings; use lexical items in context and with correct spellings; use lexical items to show different meanings in their own speech and writing.

Student Learning Outcomes Grade
Grade X
• Enhance and use appropriate vocabulary and correct spelling in speech and writing: • Illustrate the use of dictionary for finding appropriate meaning and correct spellings. • Use a thesaurus to locate the synonyms closest to the meaning of the given word in the context. • Examine and interpret transitional devices that show comparison, contrast, reason, concession, condition, emphasis. • Deduce the meaning of unfamiliar words from the context using contextual clues. • Analyze and understand common roots and use that knowledge to recognize the meaning of new words. • Analyze and understand common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words. • Understand connotations and denotations; explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, irony, parody and satire. • Examine and focus the vocabulary that indicates the writer's attitude. • Recognize words that vary in meaning according to their connotations. • Use appropriate connotation in their own writing. • Identify and avoid verbosity; use one word substitution, eliminate redundancy. • Show cultural and gender sensitivity by making appropriate adjustments in language for social, academic and daily life situations.

Competency 4: Formal and Lexical Aspects of Language
Standard 3, Grammar and Structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.
Benchmark I: Recognize grammatical functions and concepts of tense and aspect, selected transitional devices and modal verbs, and use them in their speech and writing.

Student Learning Outcomes Grade
Grade X
NOUNS, NOUN PHRASES AND CLAUSES ➢ Demonstrate use of more collective, countable and uncountable, material and abstract nouns. ➢ Apply rules of change of number of nouns learnt earlier. ➢ Recognize and demonstrate use of some nouns that change meaning in the plural form e.g. arm-arms (a part of body), arms (weapons).
PRONOUNS ➢ Illustrate use of pronouns learnt earlier. ➢ Identify, and demonstrate use of relative pronouns. ➢ Recognize the rules for using indefinite pronouns. ➢ Illustrate use of pronoun-antecedent agreement. ➢ Illustrate use of anaphoric and cataphoric references.
ARTICLES ➢ Apply rules for use of a, an and the, wherever applicable in speech and writing.
TENSES ➢ Illustrate use of tenses learnt earlier. ➢ Identify, change the form of, and use Present and Past Perfect Continuous tenses

ADJECTIVES AND ADJECTIVE PHRASES AND CLAUSES ➢ Classify adjectives into different types. Change and use degrees of adjectives. ➢ Follow order of adjectives in sentences. ➢ Form adjectives from nouns and verbs. ➢ Use adjective phrases and clauses.
ADVERBS AND ADVERBIALS ➢ Illustrate use of adverbs learnt earlier. ➢ Recognize varying positions of adverbs in sentences according to their kinds and importance. ➢ Identify and use degrees of comparison of adverbs. ➢ Use adverbial phrases and clauses
PREPOSITIONS AND PREPOSITIONAL PHRASES ➢ Use prepositional phrases and clauses.
TRANSITIONAL DEVICES ➢ Use transitional devices learnt earlier

Benchmark II: Recognize and use punctuation including use of commas in phrases, complex clauses and sentences

Student Learning Outcomes Grade
Grade X
➢ Recognize and use comma to separate • a subordinate clause which precedes a main clause. • a non-defining relative clause. • coordinate clauses joined by one of the pure conjunctions.
➢ Recognize and use colon to separate independent clauses when there is a sharp antithesis.
➢ Recognize and use semicolon between • parts of a compound sentence when no conjunction is used. • the clauses of a compound sentence before conjunctive adverbs.
➢ Recognize and use quotation marks to enclose • both parts of an interrupted quotation. • unusual or peculiar terms to which attention is directed to make the meaning clearer.
➢ Recognize and use hyphen to indicate the division of a word at the end of a line. ➢ Recognize and use dash as a separator to indicate that a sentence has been broken off, or to indicate a new direction of thought. ➢ Recognize and use parenthesis (Round Brackets) to • enclose numbers or letters in enumerations in the text. • express an amount in numbers previously expressed in words. • mark off explanatory or supplementary material. ➢ Recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences.

Benchmark III: Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks

Student Learning Outcomes Grade
Grade X
SENTENCE STRUCTURE ➢ Analyze sentences for clauses and phrases. Identify and differentiate between main, subordinate and relative clause
TYPES OF SENTENCES ➢ Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences. ➢ Identify and differentiate between simple, compound and complex sentences. ➢ Use conditional sentences.

- Recognize the rules of and change the narration of statements, requests/ orders and questions.

Competency 5: Appropriate Ethical and Social Development

Standard 1: **All students will develop ethical and social attributes and values relevant in a multicultural, civilized society**

Please note: **This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.**

Benchmark I: **Recognize and practice values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.**

Benchmark II: **Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.**

Benchmark III: **Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.**

POLICY GUIDELINES

Paper Pattern and Distribution of Marks

English SSC-II

The question paper is organized into three sections, namely: "Section A, B & C". Questions posed may be of the IQ level of SSC-II students with regard to content and difficulty level. Distribution of the questions with respect to cognitive domain shall approximately be 30 % Knowledge (K), 50 % Understanding (U) and 20 % Application (A).

SECTION – A(Marks 15)

While writing MCQs, sufficient representation may be given to the various assessable areas of competencies and their SLOs.

SECTION – B(Marks 36)

Q.2	This part of the question paper will consist of a comprehension passage of 250 to 350 words having equal level of difficulty as taught in classroom appending seven questions of varying SLOs and Cognitive Domains of learning. The students are required to answer five parts including compulsory Question (i) about summary/precis writing bearing six marks. The other parts will be of three marks each. The passage of SSC-II level will be aligned with themes and subthemes mentioned in the curriculum. The religious, ethnic and gender biases will be taken into consideration while selecting the passage.	6+4x3=18 Marks
Q.3	a. Candidates are required to paraphrase a given stanza of difficulty level of SSC-II. b. Candidates are required to answer variety of questions based on the given Stanza aligned with the SLOs. Questions related to the theme, values, central ideas, figures of speech, vocabulary, subject matter and any other identical SLOs based area of given stanza/stanzas will be included.	2 Marks 4 Marks
Q.4	This question shall consist of three parts i.e. a, b and c. Candidates are required to: a. Fill in the blanks of a passage to convey meaning, using suitable verbs.(Other identical grammatical items mentioned in bifurcated SLOs for SSC-II may also be asked.) b. Change the narration of a given text/sentences. (Other identical grammatical items mentioned in bifurcated SLOs for SSC-II may also be asked). c. This question is based on conversion of various forms of sentences as per given directions. (Other identical grammatical items mentioned in bifurcated SLOs for SSC-II may also be asked).	4 Marks 4 Marks 4 Marks

SECTION – C(Marks 24)

Q.5	Candidates are required to compose and write formal email/letter/application.			8 marks
Examination Hall		0.5	City: A.B.C.	0.5
Date		05	Salutation	0.5
Recipient’s address (e.g. Editor’s address)		01		
Subject		0.5		
Body of the letter		04	Yours	0.5

i. Opening ii. Objective of letter/application writing iii. Conclusion/closing		sincerely/ truly/faithfully	
X.Y.Z.			
OR			
From:(sender's address)		abc@gmail.com	0.5
To: (recipient's address)		def@gmail.com	0.5
Date		20th November 2021	0.5
Blank line			
Subject			0.5
(Salutation)		Dear friend/uncle/. . .	0.5
Body of the email i. Opening ii. Objective email writing iii. Conclusion/closing	05	Yours sincerely X.Y.Z.	0.5
Candidates are required to write a formal email/application/letter. **Note:** Either formal email/application/letter can be given.			8 Marks
Inside address			1
Subject			0.5
Salutation			0.5
Body of the application			5.0
Yours obediently X.Y.Z.			0.5
	Date 0.5		
	Note: Marks for the format SHALL ONLY BE AWARDED if the body of the email/letter/application is written relevantly.		
Q. 6	The students are required to develop a passage using the transitional devices of sequence/comparison contrast/cause and effect and other identical test items aligned with the bifurcated SLOs of SSC-II.		6

Q.7	Candidates are required to write an essay on one out of three topics in about 200-250 words.	10 Marks

Version No.			
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ROLL NUMBER						
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Answer Sheet No.____________

Sign. of Candidate___________

Sign. of Invigilator___________

ENGLISH COMPULSORY SSC–II

SECTION – A (Marks 15)
Time allowed: 20 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. Each part carries one mark.

(1) Because I am not a football fan, I am _____ to the fact my friend met a popular football player yesterday.

A.	ignorant	◯	B.	different	◯
C.	indifferent	◯	D.	diffident	◯

(2) **Clock** is to **Time** as **Thermometer** is to _____.

A.	heat	◯	B.	radiation	◯
C.	energy	◯	D.	temperature	◯

(3) The paint spilled all over the floor; ________, the sweeper had a big mess to clean up. Choose suitable transitional device from the following:

A.	moreover	◯	B.	as a result	◯
C.	however	◯	D.	for example	◯

(4) Wherever he goes, the **esteemed** Dr. Sanchez is applauded for his life saving research. Infer the meaning of underlined word and choose the correct response.

A.	rude	◯	B.	very serious	◯
C.	proud	◯	D.	greatly admired	◯

(5) He was as snug as a bug in a rug. This sentence contains a:

A.	Metaphor	◯	B.	Personification	◯
C.	Simile	◯	D.	Symbol	◯

(6) Zahid looks a noble person but he always becomes ___________ any good deed. Choose the suitable option to fill in the blank.

A.	a supporter of	◯	B.	an obstacle for	◯
C.	a preacher of	◯	D.	a promoter for	◯

(7) I believe that if you lower taxes so that people can keep more of the money they earn, it will be ________ for them to work harder. Choose a suitable option to fill in the blank.

A. an incentive ◯ B. a protection ◯
C. an option ◯ D. a facility ◯

(8) Identify the compound sentence from the sentences given below:

A. My mother cooked dinner while I was doing my homework. ◯
B. I like playing basketball and my brother likes playing tennis. ◯
C. He missed the first period because he was late. ◯
D. I have not seen my grandmother since I came to Germany. ◯

(9) A ______ of sailors was on board to start voyage towards Arabia.

A. gang ◯ B. crowd ◯
C. choir ◯ D. crew ◯

(10) There was _________ inside. The building was empty.

A. everybody ◯ B. somebody ◯
C. nobody ◯ D. anybody ◯

(11) Which one of the following sentences possesses the Adverb of manner?

A. He has firmly discarded the idea of attacking the enemy. ◯
B. My dog always barks. ◯
C. The girls went upstairs to get their coats. ◯
D. My teacher often writes on the white board. ◯

(12) Choose the sentence with an **Adjective clause** in it:

A. The team member who raises the most funds will receive an award. ◯
B. The patient in the wheel chair has a broken leg. ◯
C. The house with white paint is at the end of the street. ◯
D. The goat with the brown legs was grazing in the meadow. ◯

(13) The United Nations often tries to _______ in conflicts between countries. Choose the word with correct spellings to fill in the blank?

A. entercede ◯ B. intercede ◯
C. intercede ◯ D. interscede ◯

(14) Which one of the following sentences contains the best synonym for the underlined word in the sentence? "During my **leisure** time, I enjoy reading."

A. During my repose time, I enjoy reading. ◯
B. During my pleasure time, I enjoy reading. ◯
C. During my stress time, I enjoy reading. ◯
D. During my toil time, I enjoy reading. ◯

(15) Fortunately, the explosion ________ the asteroid from a course that would have sent it hurdling into our planet. Infer suitable word from the following options:

A. ignited ◯ B. diverted ◯
C. directed ◯ D. attracted ◯

Federal Board SSC-II Examination English (Compulsory) Model Question Paper(Curriculum 2006)

Time allowed: 2.40 hours　　　　Total Marks: 60

Note: Answer the questions in sections 'B' and 'C' at the place specified for it therein on the separately provided E-Sheet. Write your answers neatly and legibly.

SECTION – B(Marks 36)

Q.2 Read the following passage carefully and answer any **FIVE** questions including **Question No.(i)**appended to it.

Note: Question No. (i) about summary writing is compulsory carrying 06 marks while rest of the questions carry 03 marks each. **(6 + 4×3=18)**

Literature is the story of humans. It is the record of who we are, where we come from and where we are going. Books make us travel at large. During our journey, we are connected with humanity. We identify ourselves with the characters we meet and learn whether we love, loathe, fear or flatter. They help us comprehend our faults and aspirations. They tell us who could we become if we are not careful. Reading provides the deepest connection to the morals that make us human, and part of a larger society.

Books are a source of comfort for us. They are a safe shelter. Throughout human history man has found peace in the written works. Books are bridges – through their pages we make our contact with society. Those who read more are better prepared to face the world than those who don't read.

Though reading a book connects us with humanity, it is also the last truly private act in a world that has become too public. As a **nourishment** for the mind, it is slow food in a world given over to fast food. Blogs, text messages and e-books, bring relevance and instant gratification, much as newspapers and magazines do. But however important such forms are, they endure only as long as the stuff they are printed on. The comforts of books defy time, and break borders.

Books offer other types of pleasures as well. The joy of their touch, sound and fragrance is immeasurable. The pleasure of their understanding is an addition to it. The sharing of a book with friends is still another form of joy. Libraries are the **evidence** of **grandeur** of a civilisation.

It is important that we work to give every person the opportunity to enjoy books as shelters, sustenance, and roads forward. To imagine a world without books is to imagine a world without thought, feeling, compassion, history, or voice.

QUESTIONS:

i. Summarize the given passage. Also suggest a suitable title to it. (5+1=6)

ii. What are the benefits of books?

iii. What does the author mean by 'slow food' & 'fast food'?

iv. What kind of pleasures do the books offer?

v. How are the libraries an evidence of grandeur of civilisation?

vi. What kind of world the humans will have without books?

vii. Give the **SYNONYMS** of the words that are underlined in the passage.

Q.3 a. Paraphrase any **ONE** of the following stanzas: (2)

I. If you find your task is hard,
Try, try again;
Time will bring you your reward,
Try, try again.
All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:
Try, try again.
`
OR

II. Thy kindness shall bring to thee many sweet hours,
And blessing thy pathway to crown;
Affection shall weave thee a garland of flowers,
More precious than wealth or renown.

b. Read the following poem/stanzas carefully and answer the questions appended to it:

I. Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

QUESTIONS:

i. Give examples of metaphor from the given poem? (2)

ii. Write down the theme of the poem in your own words. (2)

OR

II. I hear leaves drinking rain,
I hear rich leaves on the top,
Giving the poor beneath
Drop after drop:
Tis a sweet noise to hear
These green leaves drinking near.

QUESTIONS:

i. What does the poor leaves and rich leaves metaphorically stand for? (2)

ii. Elaborate the implied message of the stanza. (2)

Q.4 a. Fill in the blanks with appropriate form of the verbs given in the brackets. **(4)**

i. Hardly had we reached the school, when the bell __________________ (ring).

ii. I wish I __________ (be) a child again.

iii. The doctor suggested that the patient _____________ (lose) weight.

iv. To take pay and not to work __________ (be) dishonesty.

b. Change the **FOUR** bold sentences into indirect speech: **(4)**

Rashid recently attended an interview for the selection of a computer programmer. At the interview, **he was asked:"Why do you want to be a computer programmer?"**

To this question **he replied,“I want to change my job because I have always been interested in computers.”**
When the interviewer asked him, “Do you have any experience?”
He replied that he didn’t have any experience but he was a fast learner.
Finally, the interviewer wanted to know the kind of computer he used.
Rashid replied,‘I can use a Mac and have also used Windows 10 once in the past.’
The interviewer seemed to be pleased with his answers.

c. Do as directed (any **FOUR**) of the following: **(4)**

i. You have never come across such an unusual piece of art. (Change into interrogative sentence)

ii. We’re going to have to put off our trip to Spain until September. (Change into negative)

iii. They would not come for your help. (Change into imperative sentence)

iv. The train will come in five minutes. (Change into interrogative sentence)

v. The latter half of the film is more interesting than the former. (Change into negative sentence)

vi. My brother works abroad.(Change into negative sentence)

SECTION – C (Marks 24)

Q.5 Write an application to the Managing Director of a firm for the post of Manager. **(8)**

OR

Write a letter to the editor of a newspaper about the nuisance caused by the excessive use of pressure horns in the city during examination days drawing attention of the concerned authorities to take the remedial measures.

Q.6 Describe your daily routine using appropriate/correct transitional devices (at least six)for connecting your ideas logically in a paragraph. **(6)**

Q.7 Write an essay on any **ONE** of the following topics: (200-250 words) **(10)**

Need for Online Studies

OR

How Can We Save Our Environment?

OR

Use of Cell Phone at School

* * * * *

ENGLISH (COMPULSORY) SSC-II
Student Learning Outcomes
(Curriculum 2006)

S #	Q No.	Competency No.	Standard No.	Bench Mark No.	Student Learning Outcomes	Cognitive Level **	Allocated Marks in Paper
1.	Q-1 (1)	4	2	I	Enhance and use appropriate vocabulary and correct spelling in speech and writing ►Deduce the meaning of unfamiliar words from the context using contextual clues.	U	1
2.	Q-1 (2)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to *locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy, etc.*	U	1
3.	Q-1 (3)	1	1	III	Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.	K	1
4.	Q-1 (4)	4	2	I	Enhance and use appropriate vocabulary and correct spelling in speech and writing ►Deduce the meaning of unfamiliar words from the context using contextual clues.	U	1
5.	Q-1 (5)	1	2	I	Read and analyze how a writer/ poet uses language to appeal to the senses through use of figurative language including similes and metaphors.	U	1
6.	Q-1 (6)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to *use context to infer missing words.*	U	1
7.	Q-1 (7)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to *use context to infer missing words.*	U	1
8.	Q-1 (8)	4	3	III	Identify and differentiate between simple, compound and complex sentences	K	1
9.	Q-1 (9)	4	3	I	Demonstrate use of more collective, countable and uncountable, material and abstract nouns.	U	1
10.	Q-1(10)	4	3	I	Recognize the rules for using indefinite pronouns	K	1
11.	Q-1 (11)	4	3	I	Recognize varying positions of adverbs in sentences according to their kinds and importance	K	1
12.	Q-1 (12)	4	3	I	Use adjective phrases and clause	K	1
13.	Q-1 (13)	4	2	I	Enhance and use appropriate vocabulary and correct spelling in speech and writing	K	1
14.	Q-1 (14)	4	2	I	►Enhance and use appropriate vocabulary and	U	1

					correct spelling in speech and writing ►Understand connotations and denotations; explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, irony, parody and satire.		
15.	Q-1 (15)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while reading) to use context infer missing words.	U	1
16.	Q-2 (i)	1	1	II	Use summary skills to *extract salient points and develop a mind map to summarize a text.*	U	6
17.	Q-2 (ii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to *scan to answer short questions.*	U	3
18.	Q-2 (iii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to *scan to answer short questions.*	U	3
19.	Q-2 (iv)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to *scan to answer short questions.*	K	3
20.	Q-2 (v)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to *scan to answer short questions.*	U	3
21.	Q-2 (vi)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to *comprehend/interpret text by applying critical thinking*	U	3
22.	Q-2 (vii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to *deduce meaning of difficult words from context.*	U	3
23.	Q-3-(a)- I & II	2	1	II	Use paraphrasing skills to paraphrase stanzas ►Restate the message in simple prose	U	2
24.	Q-3 -(b)-(I &II)-(i)	1	2	I	Read and analyze how a writer/ poet uses language to *appeal to the senses through use of figurative language including similes and metaphors.*	U	2
25.	Q-3-(b) -(I &II)-(ii)	1	2	I	Read a poem and give orally and in writing *Theme and its development, Personal response with justification, summary*.	U	2
26.	Q-4 (a)	4	3	I	Illustrate use of tenses learned earlier	K	4
27.	Q-4 (b)	4	3	III	Recognize the rules of and change the narration of statements, requests/ orders and questions.	U	4
28.	Q-4 (c)	4	3	III	Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences.	K	4
29.	Q-5	2	1	III	► Write and revise applications to people in extended environment using correct format, layout and tone / Analyze letters to editor to recognize effective ways of explaining and presenting an idea, a point, or an opinion. ► Write formal emails in extended social and	A	8

					academic environment		
30.	Q-6	1	1	III	Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.	K	6
31.	Q-7	2	1	II	➢ Write a **persuasive**/argumentative essay on a given topic: • Distinguish fact from opinion. • State an opinion on the topic. • List ideas and arguments that support opinion. • Organize ideas and supporting arguments in a clear, structured and logical manner. • Distinguish between language used for persuasion and propaganda. • Use **persuasive** language to enhance ideas. • Use special devices to support arguments (e.g. Appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal **anecdote** or **analogy**.	A	10

** K= Knowledge, U= Understanding & A= Application

ENGLISH COMPULSORY SSC-II
Table of Specifications

Assessment Objectives	**Competency-1** **Reading and Thinking Skills**	**Competency-2** **Writing Skill**	**Competency-4** **Formal and Lexical Aspects of Language**	**Marks**	**Percentage**
Knowledge Based	1-3(1),2-iv(3), 6-(6)		1-8(1),1-10(1), 1-11(1), 1-12(1),1-13(1),4-a(4), 4-c(6)	25	30.1%
Understanding Based	1-2(1), 1-5(1), 1-6(1), 1-7(1), 1-15(1), 2-i(6),2-ii(3),2-iii(3), 2-v(3), 2-vi(3), 2-vii(3),3-b-(I&II)-i(2), 3-b-(I&II)-ii(2)	3-a-I&II (2),	1-1(1), 1-4(1), 1-9(1),1-14(1), 4-b(4)	40	48.1%
Application Based		5-(8),7-(10)		18	21.7%
Total Marks	40	20	23	83	100%

Key:
1-3(1)
Q.No.- Part No. (Allocated marks)

فہرست ادباء و شعراء برائے اردو لازمی برائے جماعت دہم

1- حصہ نثر
   i. شاہد احمد دہلوی
   ii. اشرف صبوحی
   iii. ڈاکٹر وحید قریشی
2- افسانوی ادب
   i. سجاد حیدر یلدرم (افسانہ)
   ii. ہاجرہ مسرور (افسانہ)
   iii. کوئی اک لوک کہانی (اخلاقی موضوع پر)
3- سوانح/خاکہ/آپ بیتی
   i. قدرت اللہ شہاب (شہاب نامہ سے اقتباس)
   ii. مولوی عبد الحق (نام دیو مالی)
4- سفر نامہ
   i. حکیم محمد سعید
5- مکاتیب
   i. غالب
   ii. رشید احمد صدیقی
6- شعرا

حصہ نظم:
   i. علامہ اقبال (اتحاد اسلام)
   ii. احسان دانش (حب وطن)
   iii. حفیظ جالندھری (اسلام اور مشاہیر)
   iv. میر انیس (مناظر فطرت)
   v. جوش (محنت اور تکریم محنت)
   vi. جمیل الدین عالی (قومی نغمہ)
   vii. دلاور فگار (مزاحیہ نظم)
   viii. محمود سرحدی (مزاحیہ نظم)

حصہ غزل:
   i. حسرت موہانی
   ii. جگر مراد آبادی
   iii. فراق گورکھپوری
   iv. ادا جعفری

ہدایات برائے جماعت دہم

حصہ اول معروضی   کل نمبر 15

سوال نمبر 1:   زبان شناسی تنقید اور استحسان وغیرہ کے حاصلات تعلم جو قومی نصاب 2006ء برائے جماعت دہم میں شامل ہیں، کے مطابق 15 کثیر الانتخابی سوالات دیے جائیں گے۔

حصہ دوم   کل نمبر 30

سوال نمبر 2:   جزو الف حصہ نثر   7x2=14

نثری عبارت یا اقتباس کی طوالت 100 سے 150 الفاظ کو محیط ہوگی جو کہ جماعت دہم کی ذہنی سطح کے مطابق ہونی چاہیے۔ اس عبارت سے جماعت دہم کے حاصلات تعلم کی روشنی میں 9 سوالات بنائے جائیں گے۔ یہ عبارت قومی نصاب 2006ء برائے جماعت دہم میں شامل مصنفین کی تحریروں سے دی جائے گی تاہم یہ بات لازماً ملحوظ خاطر رکھی جائے کہ اس میں کوئی بات، جملہ یا لفظ ایسا نہ ہو جس سے کسی قسم کی اخلاقی، معاشرتی، مسلکی یا مذہبی منافرت پھیلنے یا کسی قسم کی دل آزاری ہونے کا اندیشہ ہو۔

جزو ب حصہ شعر   5x2=10

اس حصہ میں دیے گئے غزلیہ اشعار یا نظمیہ بند قومی نصاب 2006ء برائے جماعت دہم میں شامل شعرا کی شاعری سے لیا جائے گا۔ تاکہ حاصلات تعلم کی روشنی میں 6 سوالات بنائے جاسکیں۔ غزلیہ اشعار یا نظم پارے کے انتخاب میں یہ بات لازماً ملحوظ خاطر رکھی جائے کہ اس میں کوئی بات یا لفظ ایسا نہ ہو جس سے کسی قسم کی اخلاقی، معاشرتی، مسلکی یا مذہبی منافرت پھیلنے یا کسی قسم کی دل آزاری ہونے کا اندیشہ ہو۔

جزو ج حصہ قواعد   3x2=06

اس حصے میں قومی نصاب 2006ء برائے جماعت دہم میں شامل زبان شناسی، استحسان اور تنقید کی مہارت اور ذیلی مہارتوں کے حاصلات تعلم کا احاطہ کرنے والے کوئی سے بھی 4 سوالات دیے جائیں گے۔

حصہ سوم   کل نمبر 30

سوال نمبر 3:   اس سوال میں مناسب طوالت کی ایسی دو عبارات یا اقتباسات دیے جائیں گے جن میں کم از کم پانچ چھے وضاحت طلب نکات ہوں۔ جماعت دہم کی ذہنی سطح کی یہ عبارات یا اقتباسات قومی نصاب 2006ء برائے جماعت دہم میں شامل مصنفین کی تحریروں سے ہوں گے جن کے لیے یہ بات لازماً ملحوظ خاطر رکھی جائے کہ اس میں کوئی بات، جملہ یا لفظ ایسا نہ ہو جس سے کسی قسم کی اخلاقی، معاشرتی، مسلکی یا مذہبی منافرت پھیلنے یا کسی قسم کی دل آزاری ہونے کا اندیشہ ہو۔   05 نمبر

سوال نمبر 4:   اس سوال میں قومی نصاب 2006ء برائے جماعت دہم میں شامل شعرا کی نظمیہ شاعری سے جماعت دہم کی ذہنی سطح کے زیادہ سے زیادہ تین تین اشعار پر مشتمل دو نظم پارے دیے جائیں گے۔ ان نظم پاروں میں یہ بات لازماً ملحوظ خاطر رکھی جائے کہ اس میں کوئی بات، یا لفظ ایسا نہ ہو جس سے کسی قسم کی اخلاقی، معاشرتی، مسلکی یا مذہبی منافرت پھیلنے یا کسی قسم کی دل آزاری ہونے کا اندیشہ ہو۔   05 نمبر

سوال نمبر 5:   اس سوال میں قومی نصاب 2006ء برائے جماعت دہم میں شامل شعرا کی غزلیہ شاعری سے جماعت دہم کی ذہنی سطح کے دو دو اشعار پر مشتمل دو اجزا دیے جائیں گے ۔ ان نظم پاروں میں یہ بات لازماً ملحوظ خاطر رکھی جائے کہ اس میں کوئی بات، یا لفظ ایسا نہ ہو جس سے کسی قسم کی اخلاقی، معاشرتی، مسلکی یا مذہبی منافرت پھیلنے یا کسی قسم کی دل آزاری ہونے کا اندیشہ ہو۔   05 نمبر

سوال نمبر 6:   اس سوال میں جماعت دہم کے حاصلات تعلم کے مطابق درخواست یا عمومی موضوع پر کہانی وغیرہ بھی دی جاسکتی ہے۔   05 نمبر

سوال نمبر 7:   اس سوال میں پانچ پانچ اشارات پر مشتمل دو موضوعات دیے جائیں گے جن میں سے کسی ایک پر مفصل مضمون لکھنا ہوگا۔   10 نمبر

نوٹ: پرچے میں سوالات کے Cognitive domain کی شرح تقریباً یوں ہوگی۔ سمجھنا 50%، یاد میں لانا 30% اور لاگو کرنا 20%۔ ماڈل پرچے میں پوچھے گئے سوالات سے ہم آہنگ دیگر SLOs اور مہارتوں سے بھی سوالات پوچھے جاسکتے ہیں۔

Version No.			

ROLL NUMBER						

0 1 2 3 4 5 6 7 8 9

FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION ISLAMABAD

Answer Sheet No.____________

Sign. of Candidate ___________

Sign. of Invigilator ___________

اردو (لازمی) برائے جماعت دہم

ماڈل سوالیہ پرچہ (کریکلم 2006ء)

حصہ اوّل (کل نمبر: 15، وقت: 20 منٹ)

حصہ اول لازمی ہے۔ اس کے جوابات اسی صفحہ پر دے کر ناظم مرکز کے حوالے کریں۔ کاٹ کر دوبارہ لکھنے کی اجازت نہیں ہے۔ **لیڈ پنسل کا استعمال ممنوع ہے۔**

سوال نمبر 1: ہر جزو کے سامنے دیے گئے درست دائرہ کو پر کریں۔

(1) ایسی نظم جس کے ہر بند میں چھ مصرعے ہوں، اُسے کیا کہتے ہیں؟

(A) مسدس ◯ (B) مخمس ◯
(C) رباعی ◯ (D) ثلاثی ◯

(2) ایسی نظم کو کیا کہتے ہیں جس میں واقعہ کربلا کو موضوعِ سخن بنایا گیا ہو؟

(A) قصیدہ ◯ (B) مرثیہ ◯
(C) قطعہ ◯ (D) مثنوی ◯

(3) کس صنف سخن کا ہر شعر، الگ موضوع کا حامل ہوتا ہے؟

(A) پابند نظم ◯ (B) آزاد نظم ◯
(C) غزل ◯ (D) شہر آشوب ◯

(4) "برف کی طرح ٹھنڈا پانی" قواعد کی رُو سے یہ کس کی مثال ہے؟

(A) مجاز مرسل ◯ (B) کنایہ ◯
(C) استعارہ ◯ (D) تشبیہ ◯

(5) "کس شیر کی آمد ہے کہ رن کانپ رہا ہے" یہ مصرع قواعد کی رُو سے کس کی مثال ہے؟

(A) محاورہ ◯ (B) روزمرہ ◯
(C) استعارہ ◯ (D) کنایہ ◯

(6) جملہ اسمیہ کے کتنے اجزا ہوتے ہیں؟

(A) چار ◯ (B) تین ◯
(C) دو ◯ (D) ایک ◯

(7) "علی بہادر ہے۔" اس جملہ اسمیہ میں قواعد کی رو سے "علی" کو کیا کہیں گے؟

(A) مبتدا ◯ (B) خبر ◯

(C) فعل ناقص ◯ (D) مسند ◯

(8) "حمید نے خط لکھا" اس جملہ فعلیہ میں "لکھا" کو قواعد کی رو سے کیا کہیں گے؟

(A) فاعل ◯ (B) مفعول ◯

(C) فعل ◯ (D) متعلق فعل ◯

(9) مخمس نظم کے ہر بند میں کتنے مصرعے ہوتے ہیں؟

(A) تین ◯ (B) چار ◯

(C) پانچ ◯ (D) چھ ◯

(10) مندرجہ ذیل میں جملہ معترضہ کی نشاندہی کریں۔

(A) علامہ اقبال (شاعر مشرق) کا مزار لاہور میں ہے۔ ◯

(B) علامہ اقبال ہمارے قومی شاعر ہیں۔ ◯

(C) علامہ اقبال نے پاکستان کا تصور پیش کیا۔ ◯

(D) علامہ اقبال کہاں دفن ہیں؟ ◯

(11) "ہارڈویئر؛ کمپیوٹر کا دماغ اور سافٹ ویئر؛ اس کا ذہن سمجھا جاتا ہے۔" قواعد کی رو سے یہ جملہ کس اندازِ بیان کی مثال ہے؟

(A) دفتری ◯ (B) تکنیکی ◯

(C) قانونی ◯ (D) ادبی ◯

(12) "ابنِ مریم ہُوا کرے کوئی میرے دکھ کی دوا کرے کوئی" اس شعر میں قواعد کی رو سے "ہُوا، دوا" کو کیا کہیں گے؟

(A) قافیہ ◯ (B) ردیف ◯

(C) محاورہ ◯ (D) تشبیہ ◯

(13) اشعار میں قافیہ کے بعد دہرائے جانے والے الفاظ کو قواعد کی رُو سے کیا کہتے ہیں؟

(A) قافیہ ◯ (B) ردیف ◯

(C) ہم معنی الفاظ ◯ (D) ذو معنی الفاظ ◯

(14) غزل کا آخری شعر جس میں شاعر اپنا تخلص استعمال کرے، قواعد کی رُو سے اُسے کیا کہیں گے؟

(A) مطلع ◯ (B) حُسن مطلع ◯

(C) مطلع ثانی ◯ (D) مقطع ◯

(15) مشترک خوبی یا خامی کی بنیاد پر ایک شے کو دوسری شے جیسا کہنا، قواعد کی رو سے کیا کہلاتا ہے؟

(A) کنایہ ◯ (B) مجاز مرسل ◯

(C) تشبیہ ◯ (D) استعارا ◯

فیڈرل بورڈ امتحان برائے جماعت دہم

اردو (لازمی) ماڈل سوالیہ پرچہ (کریکلم 2006)

وقت: 2:40 گھنٹے — کل نمبر: 60

نوٹ: حصہ دوم اور سوم میں دیے گئے سوالات کے جوابات علیحدہ سے مہیا کی گئی جوابی کاپی پر دیں۔ آپ کے جوابات صاف اور واضح ہونے چاہئیں۔

حصہ دوم (کل نمبر 30)

سوال نمبر 2: (الف) حصہ نثر:

عبارت کو غور سے پڑھیں اور نیچے دیے گئے سوالات میں سے سات کے جوابات اپنے الفاظ میں لکھیں: (7 x 2 = 14)

ایک دن میں دلی کے چاندنی چوک میں سے گزر رہا تھا کہ میری نظر ایک فقیر پر پڑی جو بڑے موثر طریقے سے اپنی حالتِ زار لوگوں سے بیان کرتا جا رہا تھا۔ ہر دو تین منٹ کے وقفے کے بعد یہ درد بھری تقریر انہی الفاظ میں دُہرا دی جاتی۔ یہ طرز مجھے ایسا خاص معلوم ہُوا کہ میں اس شخص کے دیکھنے اور اس کے الفاظ سننے کے لیے ٹھہر گیا۔ اس فقیر کا قد لمبا، جسم موٹا تازہ تھا اور چہرہ ایک حد تک خوب صورت ہوتا، مگر بد معاشی اور بے حیائی نے صورت مسخ کر دی تھی۔ اس کی درد بھری اسپیچ یا صدا، جو کچھ کہیے، یہ تھی: اے بھائی مسلمانو! خدا کے لیے مجھ بد نصیب کا حال سنو۔ میں آفت کا مارا سات بچوں کا باپ ہوں۔ اپنی مصیبت ہر ایک سے کہتا ہوں۔ میں بھیک نہیں مانگتا۔ میری خواہش ہے کہ اپنے وطن کو چلا جاؤں، مگر کوئی خدا کا پیارا مجھے گھر بھی نہیں پہنچاتا۔ بھائی مسلمانو! میں غریب الوطن ہوں۔ میرا کوئی دوست نہیں ہے۔ اے خدا کے بندو! میری سنو، میں غریب الوطن ہوں۔۔۔۔"

سوالات:

i. اس عبارت کا مرکزی خیال لکھیں۔
ii. فقیر کی اسپیچ کا خلاصہ اپنے الفاظ میں لکھیے۔
iii. کتنے وقت کے بعد درد بھری تقریر دہرا دی جاتی؟
iv. مضمون نگار کے ٹھہرنے کا مقصد کیا تھا؟
v. فقیر کی صورت مسخ ہونے کی وجہ کیا تھی؟
vi. آفت کے مارے فقیر کی خواہش کیا تھی؟
vii. فقیر کا حلیہ کس قسم کا تھا؟
viii. فقیر کتنے بچوں کا باپ تھا؟
ix. فقیر نے مسلمان بھائیوں سے کیا التجا کی؟

(ب) حصہ شعر:

درج ذیل اشعار کو غور سے پڑھیں اور آخر میں دیے گئے سوالات میں پانچ کے جوابات لکھیں: (5 x 2 = 10)

i. یہ فخر تو حاصل ہے بُرے ہیں کہ بھلے ہیں — دو چار قدم ہم بھی تیرے ساتھ چلے ہیں
ii. محرم بھی ہے ایسا ہی جیسا کہ ہے نا محرم — کچھ کہہ نہ سکا جب یاں بھید کھلا تیرا
iii. فاطمہ! تو آبروئے امتِ مرحوم ہے — ذرہ ذرہ تیری مشتِ خاک کا معصوم ہے
iv. مہکی مہکی، روشن روشن، پیاری پیاری، تیاری — رنگ برنگے پھولوں سے اِک سجی ہوئی پھلواری
v. یہ سماں اور اک قوی انساں، یعنی کاشت کار — ارتقا کا پیشوا، تہذیب کا پروردگار

سوالات:

i. یہ فخر تو حاصل ہے بُرے ہیں کہ بھلے ہیں — دو چار قدم ہم بھی تیرے ساتھ چلے ہیں
اس شعر کا مرکزی خیال لکھیے۔

ii. شاعر نے اللہ تعالیٰ کی ذات کے حوالے سے محرم اور نامحرم میں کیا فرق بتایا ہے؟

iii. شاعر نے فاطمہ کو امتِ مرحوم کی آبرو کیوں کہا ہے؟

iv. شاعر نے پاکستان کو کس قسم کی ایک سجی ہوئی پھلواری قرار دیا ہے؟

v. شاعر نے کسان کو کس نام سے پکارا ہے؟

vi. ارتقا کا پیشوا سے کیا مراد ہے؟

(ج) حصہ قواعد:

مندرجہ ذیل میں سے تین اجزا کے جوابات لکھیں۔ **(3 x 2 = 6)**

i. "آغاز کو کون پوچھتا ہے انجام اچھا ہو آدمی کا" اس شعر میں استعمال ہونے والی صنعت کی نشاندہی کریں۔

ii. نعت کیسی نظم کو کہتے ہیں؟

iii. "شجاع نے کتاب پڑھی۔" اس جملے کی ترکیب نحوی کیجیے۔

iv. مجاز مرسل کے استعمال کی دو صورتیں تحریر کریں۔

حصہ سوم (کل نمبر 30)

سوال نمبر 3: مندرجہ ذیل میں سے کسی ایک پیراگراف کی تشریح کریں: (5)

الف۔ جب گاندھی جی اردو کی جان کے لاگو ہو گئے۔ اردو ہندوستانی کی آڑ میں ہندی کو ہندوستان کی قومی زبان بنانے پر تل گئے تو مولوی صاحب نے انجمن کا دفتر اورنگ آباد سے دلی منتقل کرنے کا ارادہ کر لیا۔ مولوی صاحب دلی آئے اور دریا گنج میں ڈاکٹر انصاری کی کوٹھی کرایہ پر لی۔ اس وقت دریا گنج میں سب سے بڑی کوٹھی ڈاکٹر انصاری ہی کی تھی۔ یہ بڑی تاریخی کوٹھی تھی۔ جب تک ڈاکٹر انصاری زندہ رہے اس کوٹھی میں کانگریس کے تمام بڑے لیڈر جمع ہو کر مشورے کرتے رہے۔

ب۔ گرمی ہو یا سردی، دھوپ ہو یا سایہ، وہ دن رات برابر کام کرتا رہا۔ اسے کبھی یہ خیال نہ آیا کہ میں بہت کام کرتا ہوں یا میرا کام دوسروں سے بہتر ہے۔ اسی لیے اسے اپنے کام پر فخر یا غرور نہ تھا وہ یہ باتیں جانتا ہی نہ تھا۔ اسے کسی سے بیر تھا نہ جلاپا۔ وہ سب کو اچھی طرح سمجھتا تھا اور سب سے محبت کرتا تھا۔

سوال نمبر 4: مندرجہ ذیل میں سے کسی ایک نظمیہ جزو کی تشریح کیجیے: (5)

الف۔
جھیلوں سے چارپائے نہ اُٹھتے تھے تابہ شام — مسکن میں مچھلیوں کے سمندر کا تھا مقام
آہو جو کاہلے تھے تو چیتے سیاہ فام — پتھر پگھل کے رہ گئے تھے مثل موم خام
سُرخی اُڑی تھی پھولوں سے، سبزی گیاہ سے
پانی کنوؤں میں اُترا تھا، سائے کی چاہ سے

ب۔
قبضہ ہو دلوں پر کیا اور اس سے سوا تیرا — اک بندۂ نافرمان ہے حمد سرا تیرا
گو سب سے مقدم ہے حق تیرا ادا کرنا — بندے سے مگر ہو گا حق کیسے ادا تیرا
آفاق میں پھیلے گی کب تک نہ مہک تیری
گھر گھر لیے پھرتی ہے پیغام صبا تیرا

سوال نمبر 5: مندرجہ ذیل میں سے کسی ایک غزلیہ جزو کی تشریح کیجیے: (5)

الف۔
مصیبت بھی راحت فزا ہو گئی ہے — تیری آرزو رہنما ہو گئی ہے
یہ وہ راستہ ہے دیارِ وفا کا — جہاں بادِ صرصر، صبا ہو گئی ہے

ب۔ رہا کرتے ہیں قیدِ ہوش میں اے وائے ناکامی وہ دشتِ خود فراموشی کے چکر یاد آتے ہیں۔
نہیں آتی، جو یاد اُن کی مہینوں تک نہیں آتی مگر جب یاد آتے ہیں، تو اکثر یاد آتے ہیں۔

سوال نمبر6: یونین کونسل کے چیئر مین کے نام صفائیِ محلّہ کی درخواست لکھیں (5)

سوال نمبر7: اشارات کی مدد سے مندرجہ ذیل میں سے کسی ایک موضوع پر پانچ سو سے چھ سو الفاظ پر مشتمل مضمون لکھیں۔ (10)

الف۔ سائنس کے کرشمے:

i. سائنس کیا ہے؟
ii. سائنسی علوم کی ترقی سے پہلے انسانی زندگی
iii. انسانی معاشرے کی ترقی
iv. مشینوں کی دریافت اور ایجاد سے زندگی میں آسانیاں
v. سائنسی ترقی کے فائدے اور نقصانات

ب۔ وقت کی پابندی:

i. وقت کی پابندی سے کیا مراد ہے؟
ii. پوری کائنات اور وقت کی پابندی
iii. کسان اور طالب علم کے لیے وقت کی پابندی کی اہمیت
iv. اسلام میں وقت کی پابندی کا درس
v. وقت کی پابندی نہ کرنے کے نقصانات

* * * * *

اردو (لازمی) برائے جماعت دہم

سوالات کا حاصلاتِ تعلّم کے ساتھ تعلق

(کریکلم 2006ء)

حصہ اوّل (کل نمبر 15)

سوال نمبر 1:

جزو نمبر	مہارت	ذیلی مہارت	حاصلاتِ تعلّم
(1)	زبان شناسی	اصنافِ سخن	9۔ غزل اور نظم میں ہیئت کے لحاظ سے امتیاز کر سکے۔
(2)	زبان شناسی	اصنافِ سخن	8۔ مختلف اصنافِ سخن کے لحاظ سے فن پاروں کو سمجھ سکے۔
(3)	زبان شناسی	اصنافِ سخن	9۔ غزل اور نظم میں ہیئت کے لحاظ سے امتیاز کر سکے۔
(4)	زبان شناسی	علم بیان	4۔ عبارت میں تشبیہ، استعارا، کنایہ، مجاز مرسل کو پہچان سکے۔
(5)	زبان شناسی	علم بیان	4۔ عبارت میں تشبیہ، استعارا، کنایہ، مجاز مرسل کو پہچان سکے۔
(6)	زبان شناسی	جملے کی ساخت	1۔ جملے کی تقطیع اجزا میں کر سکے۔ 2۔ جملہ اسمیہ اور جملہ فعلیہ کی ترکیب نحوی کر سکے۔
(7)	زبان شناسی	جملے کی ساخت	1۔ جملے کی تقطیع اجزا میں کر سکے۔ 2۔ جملہ اسمیہ اور جملہ فعلیہ کی ترکیب نحوی کر سکے۔
(8)	زبان شناسی	جملے کی ساخت	1۔ جملے کی تقطیع اجزا میں کر سکے۔ 2۔ جملہ اسمیہ اور جملہ فعلیہ کی ترکیب نحوی کر سکے۔
(9)	زبان شناسی	اصنافِ سخن	9۔ غزل اور نظم میں اصنافِ سخن کے لحاظ سے امتیاز کر سکے۔
(10)	زبان شناسی		7۔ غلط فقرات کی جملہ معترضہ کے حوالے سے درستی کر سکے۔
(11)	زبان شناسی	محضر اور طرزِ بیان	10۔ اپنی تحریروں کو مختلف اندازِ بیان یا محضر کے لحاظ سے تحریر کرنا سیکھ سکے۔
(12)	زبان شناسی		5۔ اشعار میں متعدد عناصر کو تلاش کر سکے۔
(13)	استحسان اور تنقید	1۔ علم بیان، صنائع بدائع اور شعری اصطلاحات سے آگہی حاصل کرنا	3۔ کسی فن پارے (نثر و نظم) کا علم بیان اور شعری اصطلاحوں کی روشنی میں جائزہ لے سکے، خلاصہ تشریح کر سکے۔
(14)	استحسان اور تنقید	1۔ علم بیان، صنائع بدائع اور شعری اصطلاحات سے آگہی حاصل کرنا	3۔ کسی فن پارے (نثر و نظم) کا علم بیان اور شعری اصطلاحوں کی روشنی میں جائزہ لے سکے، خلاصہ تشریح کر سکے۔
(15)	استحسان اور تنقید	1۔ علم بیان، صنائع بدائع اور شعری اصطلاحات سے آگہی	3۔ کسی فن پارے (نثر و نظم) کا علم بیان اور شعری اصطلاحوں کی روشنی میں جائزہ لے سکے، خلاصہ تشریح کر

		حاصل کرنا	سکے۔

حصہ دوم (کل نمبر30)

سوالنمبر	جزونمبر	مہارت	ذیلی مہارت	حاصلاتِ تعلم
2	(الف) i.	استحسان اور تنقید	3۔ کسی فن پارے کا مرکزی خیال، اہم نکات اور خلاصہ کر سکیں۔	2۔ کسی فن پارے کے مرکزی خیال کو بیان کر سکے۔
	ii.	لکھنا	12۔ تحریر کا خلاصہ لکھنا	1۔ کسی نثر پارے یا فن پارے کا فنی و فکری خوبیوں اور نقائص (حسن و قبح) کے پیشِ نظر تشریح کر سکے یا خلاصہ لکھ سکے۔
	iii.	لکھنا	15۔ تخلیقی شعور کے ساتھ لکھنا۔	9۔ کسی نئے متن کو سمجھ کر حقائق پر مبنی سوالات کا جواب تحریر کر سکے۔
	iv.	لکھنا	15۔ تخلیقی شعور کے ساتھ لکھنا۔	9۔ کسی نئے متن کو سمجھ کر حقائق پر مبنی سوالات کا جواب تحریر کر سکے۔
	v.	لکھنا	15۔ تخلیقی شعور کے ساتھ لکھنا۔	9۔ کسی نئے متن کو سمجھ کر حقائق پر مبنی سوالات کا جواب تحریر کر سکے۔
	vi.	لکھنا		9۔ کسی نئے متن کو سمجھ کر حقائق پر مبنی سوالات کا جواب تحریر کر سکے۔
	vii.	لکھنا		9۔ کسی نئے متن کو سمجھ کر حقائق پر مبنی سوالات کا جواب تحریر کر سکے۔
	viii.	لکھنا		9۔ کسی نئے متن کو سمجھ کر حقائق پر مبنی سوالات کا جواب تحریر کر سکے۔
	ix.	لکھنا		9۔ کسی نئے متن کو سمجھ کر حقائق پر مبنی سوالات کا جواب تحریر کر سکے۔
	(ب) i.	استحسان اور تنقید	3۔ کسی فن پارے کا مرکزی خیال، اہم نکات اور خلاصہ کر سکیں۔	2۔ کسی فن پارے کے مرکزی خیال کو بیان کر سکے۔
	ii.	استحسان اور تنقید	3۔ کسی فن پارے کا مرکزی خیال، اہم نکات اور خلاصہ کر سکیں۔	2۔ کسی فن پارے کے مرکزی خیال کو بیان کر سکے۔
	iii.	استحسان اور تنقید	3۔ کسی فن پارے کا مرکزی خیال، اہم نکات اور خلاصہ کر سکیں۔	2۔ کسی فن پارے کے مرکزی خیال کو بیان کر سکے۔
	iv.	لکھنا		9۔ کسی نئے متن کو سمجھ کر حقائق پر مبنی سوالات کا جواب تحریر کر سکے۔
	v.	لکھنا		1۔ مرکزی خیال کے حوالے سے ادب پارے کا خلاصہ، بنیادی نکات درج کر کے لکھ سکے۔

	vi.	لکھنا		1۔ مرکزی خیال کے حوالے سے ادب پارے کا خلاصہ، بنیادی نکات درج کر کے لکھ سکے۔
	(ج) i.	زبان شناسی	علم بیان، صنائع بدائع	5۔ اشعار میں متعدد عناصر کو تلاش کر سکے
	ii.	زبان شناسی		مختلف اصناف سخن کے لحاظ سے فن پاروں کو سمجھ سکے۔
	iii.	زبان شناسی		2۔ جملہ اسمیہ اور جملہ فعلیہ کی ترکیب نحوی کر سکے
	iv.	زبان شناسی		4۔ عبارت میں تشبیہ، استعارا، کنایہ، مجاز مرسل کو پہچان سکے۔

حصہ سوم (کل نمبر 30)

سوالنمبر	جزونمبر	مہارت	ذیلی مہارت	حاصلاتِ تعلم
3		استحسان اور تنقید	3۔ کسی تحریر کا خلاصہ اور تشریح لکھ سکے۔	1۔ کسی نثر پارے یا فن پارے کا فنی و فکری خوبیوں اور نقائص (حسن و قبح) کے پیشِ نظر تشریح کر سکے یا خلاصہ لکھ سکے۔
4		لکھنا	8۔ نظم کی تشریح کرتے ہوئے لکھنا۔	2۔ کسی نظم کی نثر کی صورت میں تشریح کر سکے۔
5		استحسان اور تنقید		3۔ کسی فن پارے (نثر و نظم) کا علم بیان اور شعری اصطلاحات کی روشنی میں جائزہ لے سکے اور خلاصہ یا تشریح کر سکے۔
6		لکھنا	14۔ معاشرتی اور معاشی ضروریات کے حوالے سے لکھنا	5۔ زندگی کی بنیادی ضرورتوں کے لیے متعلقہ محکمہ میں درخواست لکھ کر بھیج سکے۔
7		مہارتِ حیات انشا پردازی	7۔ صحافتی، تخلیقی و تنقیدی سرگرمیوں میں حصّہ لینا اور یوں بطور مصنف متعارف ہونا 3۔ اپنے خیالات کا تجزیہ کرنا اور انہیں منطقی ترتیب دینا۔ 4۔ تین پیرا، پنج پیرا اور سات پیرا مضامین / انشائیہ لکھنا۔	2۔ مختلف رسائل میں کہانیاں، مضامین پڑھ کر ان سے کوئی نتیجہ اخذ کر سکے اور خود بھی عمومی موضوعات پہ لکھ سکے۔ 1۔ تخیل کی اڑان کے ساتھ پانچ سو سے زائد الفاظ کی ضخامت کا مضمون تخلیقی سطح پر پیش کر سکے۔ عمدہ مثالیں، منظر نگاری، مکالمہ نگاری، کردار نگاری وغیرہ کے حوالے سے پیش کر سکے۔

URDU COMPULSORY SSC-II

Table of Specifications

Assessment Objectives	تدریجی مقصود لکھنا	تدریجی مقصود انشا پردازی	تدریجی مقصود زبان شناسی	تدریجی مقصود استحسان اور تنقید	تدریجی مقصود مہارتِ حیات	کل نمبر	فیصد
سمجھنا **Understanding Based**	2الف(ii)(2)، 2ب(iv)(2)، 2ب(vi)(2)، 4(3)	7(5)	1(i)(1)، 1(ii)(1)، 1(iii)(1)، 1(vii)(1)، 1(viii)(1)، 1(ix)(1)، 1(xii)(1)، 2ج(i)(1)، 2ج(ii)(1)، 2ج(iii)(2)، 2ج(iv)(2)	2الف(i)(2)، 2ب(i)(2)، 2ب(ii)(2)، 2ب(iii)(2)، 3(3)، 5(3)		41	49.4%
یاد میں لانا **Knowledge Based**	2الف(iii)(2)، 2الف(iv)(2)، 2الف(v)(2)، 2الف(vi)(2)، 2الف(vii)(2)، 2الف(viii)(2)، 2الف(ix)(2)، 2ب(v)(2)، 6(3)		1(vi)(1)، 1(x)(1)، 2ج(i)(1)، 2ج(ii)(1)	1(xiii)(1)، 1(xiv)(1)، 1(xv)(1)		26	31.3%
لاگو کرنا **Application Based**	4(2)، 6(2)		1(iv)(1)، 1(v)(1)، 1(xi)(1)	3(2)، 5(2)	7 (5)	16	19.3%
Total Marks	32	5	20	21	5	83	100%

Key:

2الف(i)(2)

سوال نمبر جزو(جزو کا جزو)(کل نمبر)